Spring 2022 Semester Syllabus

Introduction to Special Populations

EDUC 2301 DC | Spring 2022

Time 8:00-10:30 | MPHS RM 419

First Session: 1/18/22 | Last Session: 5/15/22

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| **Instructor information** |  |
| Aimee Sweeden, M.Ed.Office: 903-588-0803Office Hours: 3:15-4:00 Daily | Phone: 903-855-9495Email: tsweeden@mpisd.net, asweeden@ntcc.edu Please phone or email to arrange appointments outside office hours. |
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**Course description**

This course is designed to provide exposure to the various areas of exceptionality, including the foundations of special education; individuals with mental retardation; learning disabilities; attention deficit hyperactivity disorder; emotional or behavioral disorder; autism; speech, language, and communication impairment; hearing impairment; visual impairment; Physical Disabilities, Health Disabilities, and Related Low Incidence Disabilities; and giftedness.

**Course objectives**

On successful completion of this course, the student will be able to demonstrate knowledge of the following:

1. Related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504, and ADA).
2. General characteristics and impact on disabilities on learning and development.
3. How student learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and conditions and that each disability has many ability levels.
4. Areas of exceptionality in learning and indicators of the need for special education services, as well as policies and procedures to be followed in referring students for special education services and/or to community agencies for assistance.
5. The importance of understanding and sensitivity to cultural, ethnic, gender, linguistic and family differences that may be confused with manifestations of a disability.
6. How to identify the interests and preferences of students with diverse needs including students with disabilities.
7. The importance of keeping accurate records including IEP’s especially records related to federal, state and district policies, and other records with legal implications.
8. The importance of families as active partners in planning instruction and services.
9. Knowledge of current federal and state laws and regulations governing and/or impacting on programs for exceptional students.
10. Knowledge of diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services.
11. Physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports.
12. Communicating with families.

**Course required text and materials**

Gargiulo, R., & Bouck, E. C. *Special Education in Contemporary Society: An Introduction to Exceptionality 6th Edition.* SAGE Publications, Inc.

Study Tools: [edge.sagepub.com/gargiulo6e/](http://www.sagepub.com/gargiulo3estudy/).

**Recommended resources for additional exploration**

This course requires student practice every week using the online chapter vocabulary eFlashcards, web exercises, quizzes, supplemental student activities, assigned extended readings, and reflections.

**Summary of assignments**

This course has six major requirements.

1. Students are responsible for information in text, handouts, lectures, and discussions in class developed into four (4) exams.
2. Disability Resource Notebook with all assignments including, beliefs (initial and revised), definitions, assessments, characteristics, and instructional strategies organized by disability and tabbed for identification.
3. Students will write autobiographies, considering life events and relationships that have influenced their lives and the impact on their career decision to become a teacher.
4. Students will develop a brochure to introduce themselves to parents.
5. Students will view a video featuring an individual with disabilities and write a two-page reflection upon the disadvantages of labeling children.
6. Students will develop and construct an adapted material for use with students with disabilities for presentation in class. The material should be developmentally and structurally appropriate for use with a child. A typed description of the material should include the name of the material or activity, appropriate age of the child for which it is to be used, materials required, and instructions for constructing the material. Students will demonstrate proficiency in sentence and paragraph structure, grammar, spelling, and punctuation in their descriptions.

**Grading scale and procedures**

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| A 100-95A- 94-90B+ 89-85B 85-80B- 79-75C+ 74-70 | C 69-65C- 64-60D+ 59-55D 54-50D- 49-46F 45 or below |

**Evaluation**

1. Four tests (100 points each) 400 points

2. Disability notebook 100 points

 3. Autobiography 100 points

 4. Brochure 100 points

 5. Video Reflection 100 points

 6. Class presentation/adapted material 100 points

 TOTAL 900 points

**ATTENDANCE POLICY**

Class Attendance is required. Per school policy, I will be taking attendance daily. You are allowed 3 unexcused absences in this course. It is your responsibility to make up scheduled work because of officially excused absences. Students who exceed the maximum number of unexcused absences may be administratively withdrawn from the course or receive a failing grade in the course.

**MAKEUP AND LATE WORK**

The scheduled dates of all exams and written assignments are clearly indicated in this syllabus. No make-up exams or late papers will be accepted without my **prior approval**.

**Support for students with disabilities**

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services. This instructor will be as flexible as possible to accommodate the needed services. Any student who has a concern or needs to make special arrangements for meeting the requirements of the course is encouraged to speak with the instructor.

**Academic honesty policy**

Be sure that you understand the university’s Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. You should also be aware that as a member of the academic community, it is your responsibility to turn in all suspected violators of the honor system. Plagiarism will not be tolerated. This includes but is not limited to: inappropriate citations of sources, “padding” your references, purchasing/copying a paper from the internet or friend, copying and pasting from a resource etc. Plagiarism of assignments will result in a grade of 0 and will be reported

**Grading grievance: Procedure for challenging course grade**

The Grading Grievance Policy of the university is available on the university website.

**Course schedule**

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| **Week** | **Topic(s)** | **Assignments** |
| 1 | IntroductionSyllabus OverviewCompanion student website overview | Read Chapter 1- Special Education in Context: People, Concepts, and PerspectivesStudent Autobiography |
| 2 | Chapter 1**Due- Student autobiography** | Read Chapter 2- Policies, Practices, and Programs |
| 3 | Chapter 2 | Read Chapter 3- Cultural, Linguistic, Diversity, and ExceptionalityRead Chapter 4- Parents, Families, and Exceptionality |
| 4 | Chapters 3 and 4 | Read Chapter 5-. Assistive TechnologySelect video and complete video reflection assignment |
| 5 | Chapter 5**Due- Video reflection** | Read Chapter 6- Individuals with Intellectual DisabilityStudy for Exam #1  |
| 6 | EXAM #1Chapter 6**Due- Brochure** | Read Chapter 7- Individuals with Learning Disabilities  |
| 7 | Chapter 7 | Read Chapter 8- Individuals with Attention Deficit Hyperactivity Disorder |
| 8 | Chapter 8 | Read Chapter 9- Individuals with Emotional or Behavioral DisordersStudy for Exam #2 |
| 9 | EXAM #2Chapter 9 | Read Chapter 10- Individuals with Autism Spectrum Disorder |
| 10 | Chapter 10 | Read Chapter 11- Individuals with Speech and Language Impairments |
| 11 | Chapter 11 | Read Chapter 12- Individuals with Hearing ImpairmentsStudy for Exam #3 |
| 12 | EXAM #3Chapter 12 | Read Chapter 13- Individuals with Visual ImpairmentsRead Chapter 14- Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities |
| 13 | Chapter 13Chapter 14 | Read Chapter 15- Individuals Who Are Gifted and Talented |
| 14 | Chapter 15 | Prepare for presentations |
| 15 | Adapted Material Presentations **Due- Adapted material** | Study for Final ExamDisability Resource Notebook |
| 16 | EXAM #4- Final**Due- Disability Resource Notebook** |  |