

EDC 150
Introduction to Special Education
Alma College
Section: EDC-150-01
2 Credits

Instructor: Peggy A. Yates, Ed.S.

Class Location: SAC 207, Tuesdays 11:30am-12:50pm

Office Location/Office Hours: Kerhl B-55, M-TH 1-2:25pm

Phone Number: 989.466.6056 (cell), Office: 989.463.7166

Email: yatespa@alma.edu

Course Description

This course is an introduction to characteristics and categories of exceptional children, birth through adulthood. Students will learn the rules and regulations concerning provision of special education and related services. Historical and legal issues regarding special education and the IDEA laws that govern the field will be discussed. The students will learn to develop, implement, and evaluate the progress of an IEP.

Taken concurrently with EDC 105 Introduction to Special Education Field Placement, 30 hours Elementary/Middle/High

Course Student Learning Outcomes

On completing the course, the student will be able to:

1. Describe the legal and historical development of the field of special education.
2. Describe social, cognitive, intellectual, and academic characteristics associated with all disability areas, preschool to age twenty-six.
3. Identify the role of IDEA and its implications for educating students with disabilities
4. Describe the role of families in the educational process,
5. Describe the importance of the IEP team and the IEP process
6. Describe past, present, and future models of assessment and intervention, specifically in the areas of Math, Reading, and Writing.
7. Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
8. Describe the models, theories, and philosophies that form the basis for special education practice.

Assignments:**1. 13 +1 Presentation Assignment: 100 points**

Directions will be handed out in class

2. Weebly Assignment: 100 points

Directions will be handed out in class

3. Case Study Screencast Assignment: 100 points

Directions will be handed out in class

5. Collaborative Groups Law Assignment: 100 points

In groups of 3-4 students, use google documents to create a script on a special education law case. Record the scenes in action. Post to Weebly.

Directions will be handed out in class.

6. Quizzes (5 @ 25 points each): 125 points

Final Exam: The content of this exam will be cumulative. **100 points**

Total: 625 points

Grading Scale

A 625-565

BC 443-400

D 324-300

AB 564-485

C 399-359

DE 299-275

B 484-444

CD 358-325

E Below 274

Required Textbook

Exceptional Learners, and Introduction to Special Education by Hallahan, Kauffman, and Pullen (11th edition).

Guide to Writing Quality Individualized Educational Plans, Gibbs, Second Edition ISBN: 9780205495450

Class Schedule

Week	Topic	Assignment	Due
Week 1 January 12	Pretest of Knowledge, Skills and Dispositions History Perspectives of Special Education and IDEA Understanding Weebly Special Education Terminology Flashcards	Read <i>Exceptional Learners</i> Pages 24-29 Create Weebly Site	Post Weebly site post the URL to Moodle by January 18 by 11:55pm
Week 2 January 19	Specific Learning Disability Developmental Delay Intellectual Disability RTI/Discrepancy Model Presentation	Read <i>Exceptional Learners</i> , p.189-191 p. 91-98, p. 154 <i>Environmental Influences</i> Begin Infographic at www.piktochart.com Quiz 1	Infographic: Complete Specific Learning, Developmental Delay, Intellectual Disability blocks and post the URL to Moodle by Feb 8th at 11:55pm
Week 3 January 26	Social, cognitive, intellectual, and academic characteristics associated with students diagnosed with Emotional Disturbance/Autism/Multiple Disabilities	Read <i>Exceptional Learners</i> , and Introduction to Special Education pages 423-444 pages 261-283 Continue Infographic at www.piktochart.com	Infographic: Complete Emotional Disturbance/Autism/Multiple Disabilities blocks and post the URL to Moodle by Feb 8th at 11:55pm
Week 4 Feb 2	Deaf-Blind Deafness, Hearing Impairment Orthopedic Impairment Other Health Impaired Speech or Language Impairment Traumatic Brain Injury, Visual Impairment Including Blindness	Read <i>Exceptional Learners</i> , p. 339-348 Pages 303-332, 503-504, 314-319, 155-156 Continue Infographic at www.piktochart.com Quiz 2	Infographic : Complete Deaf-Blind, Deafness, Hearing Impairment, Orthopedic Impairment, Other Health Impaired, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment Including Blindness blocks and post the URL to Weebly. Post Weebly URL to Moodle by February 8th at 11:55pm

Week	Topic	Assignment	Due
Week 5 Feb 9 In lieu of class, the alternate assignment is to interact with and observe the middle school students with special needs on campus today from 11:30-12:50 (til 2:20 if you can)	Managing the Needs of Special Needs students in and out of class	Middle School Students on Campus...class time will be spent observing and interacting with middle school students in the informal setting	Infographic Due Feb 8 at 11:55pm
Week 6 Feb 16	IEP process Understanding IDEA	In class IEP Process Quiz 3	
Week 7 Feb 23	The role of the family in the IEP process and education of the special needs child	Read <i>Exceptional Learners</i> , p. 114-140	
Spring Break Feb 27-March 6, 2015			
Week 8 March 8	Understanding IEP's and the Legal Perspectives of Special Education and IDEA	Read <i>Exceptional Learners</i> , p. 28-38 Begin Working on Collaborative Groups Assignment: Reenacting the Law (google documents)	
Week 9 March 15	Implementing supplementary Aids and services Data collection to improve instruction	Finish Working on Collaborative Groups Assignment: Reenacting the Law (google documents) Quiz 4	
Week 10 March 22	Assessment and Intervention Strategies/Math	Begin Screencast Assignment	Post Reenacting the Law to Moodle by March 21 st 11:55pm

Week	Topic	Assignment	Due
Week 11 March 29	Assessment and Intervention Strategies: Reading/Writing	Read Teaching Reading to Students with Learning Difficulties Article Continue Screencast Assignment Quiz 5	
Week 12 April 5	Models/theories/philosophies of special education		Post Screencast Assignment to Moodle and your Weebly April 11 at 11:55pm
Week 13 April 12	What is UDL? Assistive Technology	Review for Final Read <i>Exceptional Learners</i> , p. 51-57	Review for Final
Week 14	Final Exam Tuesday, April 19, 9-11am		

Attendance Policy

Your attendance in class is very important for your own learning and for your contributions to the learning of others. Therefore the class includes an attendance and participation grade (see below). However, because EDC 150 is a core introduction to key themes of the learning disabilities endorsement program, it is critical that you attend regularly. Please note: 2 or more absences will result in a Failing grade. Tardiness will be counted as at least ½ absence.

Academic Integrity Policy

Academic dishonesty is defined as any attempt to deceptively obtain an unearned grade and can lead to the most serious consequences. In EDC 150, assume that all written course assignments are to be completed individually, unless otherwise stated by the instructor. Assume also that when you quote passages or take ideas from other authors you should cite your sources. If you have any questions, be sure to ask for clarification.

Administrative Rules for the Preparation of Special Education Teachers

Rule 81 (1)(a: intro)	The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
Rule 81 (1)(a)(i)	Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
Rule 81(1)(a)(ii)	Assessing students with disabilities for identification
Rule 81 (1)(a)(x)	Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.
Rule 81 (1)(a)(v)	Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
Rule 81 (1) (a) (vii)	Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
Rule 81 (1)(a)(iv)	Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments
Rule 81 (1)(a)(ix)	Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
Rule 81 (1) (b)	Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule
Rule 88 (1)(a: intro)	The identification of learning disabilities including:
Rule 88 (1)(a)-2	the etiology and characteristics of learning disabilities
Rule 88 (1)(a)-3	sociocultural, linguistic, and environmental factors influencing identification;
Rule 88(1)(a)-4	the relationship between learning disabilities and other commonly associated conditions.
Rule 88 (1)(b: intro)-	The common manifestations of learning disabilities across the age span, including:
Rule 88 (1)(b)-1	challenges in meeting developmental milestones in the preschool years,
Rule 88 (1)(c)(iii: intro)	Fostering competency in the areas of:
Rule 88 (1)(c)(iii)-1	reading (word recognition and comprehension),
Rule 88 (1)(c)(iii)-2	writing (text composition and revision, grammar, spelling, and legibility),
Rule 88 (1)(c)(iii)-3	mathematical reasoning and calculation,.
Rule 88 (1)(c)(I: intro)	Administering and adapting formal and informal assessment methods for the purposes of:
Rule 88 (1)(c)(i)-2	communicating assessment results to students, their families, and other professionals.
Rule 88 (1)(d: intro)	Issues related to learning disabilities theory, research, and policy, including:
Rule 88 (1)(d)-1	definition and identification;
Rule 88 (1)(d)-2	legislation and regulations;
Rule 88 (1)(d)-5	collaboration with general education teachers, families, and allied service providers.
Rule 88 (1)(d)-4	instruction and assessment of educational progress for students with learning disabilities;

Tk20 Account Purchase and Activation:

All education students majoring in **Elementary Education, Secondary Education, or Educational Studies majors/minors** must purchase and activate a Tk20 account by the end of the first week of classes. Tk20 accounts may be purchased directly from Tk20 on-line (alma.tk20.com) or a Student Access Kit (SAK) may be purchased from the College Corner bookstore where they may be able to use financial aid. Students who purchase a SAK at the bookstore must go to tk20.alma.edu to enter the code and activate the account prior to the deadline. Students must not purchase from any other source, as this has resulted in purchasing the wrong access kit. These kits are institution specific.

Students will purchase their account at the beginning of their first EDC course (usually EDC 130/103, 100, 120, or 160). Tk20 is part of the Alma College Education Department's assessment and data collection system. Students who do not purchase and/or activate their accounts risk not having key assessments scored and/or risk not receiving a placement. If you have questions or technical problems with Tk20, please contact our Tk20 Unit Administrator, Mrs. Virginia Blandford (blandfordvs@alma.edu or at x-7476).

NOTE: This is a **ONE TIME** purchase. Once you have an account you will not have to purchase it again.

NOTE: Students taking EDC courses solely for the Quill credits or general credits will NOT have to purchase the Tk20 access kit.

Field Placement Policy

Students with placement courses are required by state mandate to get a Department of Human Services (DHS) clearance in order to go into classrooms. The local DHS office is located in Ithaca, MI, just a few minutes south of the college. The background check is free. ***No student is eligible to be in a classroom without this clearance.*** Winter term placement students **MUST** have their DHS clearances by **February 1st**. If a student does not have the DHS clearance by the mandatory date, s/he will: (1) meet with the instructor to discuss why the student is not in compliance-the instructor has the discretion to fill out a disposition sheet at this time; (2) not be guaranteed a placement. If the student continues to be out of compliance, the Education department will meet to discuss further action, which includes, but is not limited to, expulsion from the course(s).

Note about Placement:

If you do not meet the requirements for passing the classroom placement course (hours, course assignments, other expectations of course instructor and/or placement teacher,) you will need to repeat the placement course for credit. You will need to re-register for the placement class, making it part of your load or paying for any overload. You will need to complete a minimum of 30 additional hours as well as meeting any other specific requirements outlined by the instructor in consultation with the placement teacher and Education Department Chair. Education Department policy is that no student may take more than one classroom placement during a semester. You will not be able to continue through the sequence of Education courses until you have satisfactorily completed the course.