PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

EDUCATION OF EXCEPTIONAL CHILDREN GRADES K-6
EDU 2015

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: .0  Revised: Fall 2013

Catalog Course Description:

An introductory course designed to give an overview of information and issues related to the education of students in Grades K-6 with exceptionalities. This course provides appropriate information for the future K-6 teacher and meets the requirement for the Associate of Science in Teaching degree. Field experience is required.

Entry Level Standards:

Acceptable placement scores or completion of all Learning Support requirements

Corequisites:

EDU 2010 and ENGL 1010

Textbook(s) and Other Course Materials:

Materials assigned or provided by instructor (websites, print materials, etc.)

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History of students with disabilities and Special Education</td>
</tr>
<tr>
<td>2</td>
<td>Terminology related to the education of students with exceptionalities</td>
</tr>
<tr>
<td>3</td>
<td>Legislation (IDEA, NCLB, Section 504 of the Rehabilitation Act, etc.) and Court Cases dealing with students with exceptionalities</td>
</tr>
<tr>
<td>4</td>
<td>Causes of exceptionalities in children</td>
</tr>
<tr>
<td>5</td>
<td>Categories and Characteristics of exceptionalities in children</td>
</tr>
<tr>
<td>6</td>
<td>Assessment and early intervention of exceptionalities</td>
</tr>
<tr>
<td>7</td>
<td>Roles and responsibilities of K-6 regular education teachers in working with students with exceptionalities</td>
</tr>
<tr>
<td>8</td>
<td>Constructing and modifying classroom learning environments to meet the needs of students</td>
</tr>
</tbody>
</table>
Working effectively with a multidisciplinary team (i.e. other professionals, school administration, family members, etc.) to develop and coordinate an appropriate educational program for children with disabilities.

Understanding and implementing an IEP

Social and Societal issues related to students with exceptionalities

Limitations imposed by school environments on students identified with disabilities. (G)

Student presentations of research related to above topics.

Student presentations…

Final Exam

II. Course Goals*:

The course will

A. Introduce students to the general content and purpose of IDEA and other legislation related to students with disabilities. (III)

B. Provide students with the terminology and characteristics of students with exceptionalities. (III)

C. Develop student awareness of the importance of early diagnosis and intervention of student exceptionalities. (III)

D. Provide students with background information related to the causes and the classifications of developmental disabilities. (I, III)

E. Discuss the general guidelines and process for assessing exceptionalities in children. (I, III, VII)

F. Provide students with guidelines for providing appropriate learning environments for students with disabilities. (I, III, VII)

G. Develop an understanding and appreciation of the societal issues involved with students with disabilities. (III.2, III.3)

H. Provide students with the opportunity to develop communication and collaboration skills necessary for working effectively with students with exceptionalities. (I, III.1, VII)

*Roman numerals after course objectives reference TBRs general education goals.

III. Expected Student Learning Outcomes*:

Students will be able to:

1. Exhibit knowledge of the history of students with disabilities and special education. (A,D)

2. Exhibit knowledge of the legislation dealing with students with disabilities, early intervention and special education programs. (A, D)

3. Identify the six principles of IDEA and professional ethics. (A, B, G)
4. Identify the categories of exceptional children included in IDEA. (A, B)
5. Identify characteristics of developmental disabilities and at-risk conditions. (A,B)
6. Exhibit knowledge of the causes and classification of developmental disabilities. (D)
7. Demonstrate an understanding of the importance of early intervention for children with exceptionalities. (A,C)
8. Exhibit a general understanding of the assessment process leading to a student’s eligibility for special education services. (E)
9. Identify the roles, responsibilities, and best practices for K-6 teachers in working with students with exceptionalities in the K-6 regular education classroom. (A, B, F, G)
10. Discuss and demonstrate basic knowledge and skills in constructing and modifying classroom learning environments to best meet the needs of each student. (F)
11. Identify and discuss social limitations and issues in school environments related to students with exceptionalities. (G)
12. Communicate information related to special education using professional terminology. (B, H)
13. Discuss how to work effectively with a multidisciplinary team of various educators, other educational or medical professionals and family members to coordinate an appropriate educational program for children with exceptionalities. (B, H)

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

**IV. Evaluation:**

   **A. Testing Procedures:**
   
   a. Students will complete a **pre and post assessment** on their knowledge of information and issues related to children with exceptionalities.
      
      *(The “post assessment” will be in the form of a comprehensive final exam.)*
   
   b. A **mid-term assessment** will also be given to evaluate the students’ progress in the course.

   **B. Laboratory Expectations:**

   None

   **C. Field Work:**

   a. Students will observe a special needs classroom or a regular education classroom which includes students with exceptionalities.
   
   b. Students will write a reflection of what was observed in the classroom.

   **D. Other Evaluation Methods:**

   a. Students will keep a journal to include reflections on what they have learned, both in and out of the classroom, and how they will use this knowledge as an educator.
   
   b. Students will research assigned topics and give presentations in class on their research.
c. Students will complete homework assignments
d. Students will complete in-class quizzes.
e. Students will participate in class discussions.

E. Grading Scale:

a. **Point System for Course Grade:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation and Homework Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Research &amp; Presentation of a category</td>
<td>200</td>
</tr>
<tr>
<td>Research &amp; Presentation of a disorder</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Classroom Observation &amp; Reflection</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

b. **Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 -100%</td>
<td>A</td>
</tr>
<tr>
<td>85 - 92%</td>
<td>B</td>
</tr>
<tr>
<td>75 - 84%</td>
<td>C</td>
</tr>
<tr>
<td>70 – 74%</td>
<td>D</td>
</tr>
<tr>
<td>69 or Below</td>
<td>F</td>
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</table>

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.