1. **COURSE TITLE\*:**  Individuals with Exceptionalities
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2243
3. **PREREQUISITE(S)\*:** EDUC 1140 or EDUC 1101 **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**   **3**

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

 This course is designed as an introduction to the field of special education and is appropriate as a first course for students intending to pursue certification in special education as well as for students planning to pursue other teacher careers. Topics covered in the course include the history of the field; social and legal issues affecting the field; examinations of various areas of exceptionality; and discussion of educational responses for students with exceptionalities.

1. **LEARNING OUTCOMES\*:**

Upon completion of this course, students will be able to:

1. Explain how exceptionalities may interact with development and learning.
2. Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.
3. Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.
4. Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.
5. Demonstrate knowledge of general curricula and evidence-based strategies to differentiate instruction for all learners.
6. Describe the multiple methods of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (Rtl), and reading and implementing an Individualized Education Program (IEP).
7. Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.
8. Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.
9. Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.

**TAG Learning Outcomes:**

1. Explain how exceptionalities may interact with development and learning.
2. Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.
3. Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.
4. Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.
5. Demonstrate knowledge of general curricula and evidence-based strategies to differentiate instruction for all learners.
6. Describe the multiple methods of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).
7. Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.
8. Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.
9. Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.
10. **ADOPTED TEXT(S)\*:**

*Educating Exceptional Children;* 14th Edition

Authors: Kirk, Coleman,& Gallagher

Publisher: Cengage (2014)

ISBN: 978-1-295-45134-3

***OR***

Inclusive Access (Follett)

ISBN: 978-1-305-17677-5

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Tests  |  |  |
| Discussion Forums  |  |  |
| Video Responses  |  |  |
| Research Paper |  |  |
| Total | 1000 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

****

****

**Assignments:**

* **3 Tests (120 points); All tests will consist of essay questions.**
	+ Test 1 (40 points; Chapters 1-4)
	+ Test 2 (40 points; Chapters 5-9)
	+ Test 3 (40 points; Chapters 10-13)
* **13 Discussion Forums (65 points)**
	+ - 5 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student's answer. The minimum for your response to another student is 100 words.
* **13 Video Responses (65 points)**
	+ - 5 points for each Chapter. You will watch the videos listed for the chapter and respond to the questions on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student's answer. The minimum for your response to another student is 100 words.
* **Research Paper (50 points)**
	+ - The instructor will give you a list of topic which can be used for your Research Paper. You will write a 5-page paper not including the title page or reference page.
		- The paper must be written using Microsoft WORD Time New Roman 12pt font. The paper must be double-spaced with 1-inch margins.
		- The instructor will give students a grading rubric for this assignment.

**Week 1**

 **Chapter 1: Children with Exceptionalities and Their Families**

**Chapter Focus:** The chapter explores the definition of exceptionality from an ecological view, discussing the influence of family, culture, community, and philosophical orientation of professionals on the identification and perception of individual differences. Emphasis is placed on the development of support systems to empower families with children with exceptionalities.

 **Terminology:** Review the terminology in the Chapter.

**Watch the following videos about RtI:**

* <https://www.youtube.com/watch?v=nkK1bT8ls0M>
* <https://www.youtube.com/watch?v=hOkwkLLayyQ>
* <https://www.youtube.com/watch?v=g6vuc0jC_-w>
* <https://www.youtube.com/watch?v=8gJVo27M-xM>

**After viewing the videos, respond to the following questions found on Canvas:**

* How does RtI affect the educational experience of all children? Why is it an important strategy for students with exceptionalities?
* What challenges might educators face in implementing RtI? How might challenges be different at the elementary level vs. the secondary level?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 2**

**Chapter 2: Children with Exceptionalities and Social Institutions: Government, Schools, and the Courts**

**Chapter Focus:** This chapter describes the development of special education as social attitudes have changed and discusses the role of legislation and court decisions in that development. Special adaptations that are necessary in the learning environment, curriculum, teaching strategies, and technology for school-age children are discussed, as well as the basic components of an individualized education program (IEP). The chapter includes a summary of special education legislation, with an emphasis on inclusion, funding, and transition issues related to students with exceptionalities.

**Terminology:** Review the terminology in the Chapter.

 **Watch the following videos about Universal Design for Learning:**

* <http://www.youtube.com/watch?v=pGLTJw0GSxk>
* <http://www.youtube.com/watch?v=KuTJJQWnMaQ>
* <http://www.youtube.com/watch?v=zE8N8bnIlgs>

**After viewing the videos, respond to the following questions found on Canvas:**

* Why is UDL such a powerful tool to help all students succeed?
* How might UDL help students with exceptionalities access the CCSS?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 3**

 **Chapter 3: Early Intervention Supports and Services**

**Chapter Focus:** This chapter discusses the origins and significance of early diagnosis and intervention; why early intervention is important; what factors place children at risk; how some disabilities can be detected and perhaps even prevented; and the major programs, supports, and services that are available.

**Terminology:** Review the terminology in the Chapter.

**Watch the following videos about inclusive preschool classrooms:**

* <http://www.youtube.com/watch?v=GR6Tl1EhQ8c>
* <http://www.youtube.com/watch?v=pvuk6XqiLRU>

 **After viewing the videos, respond to the following questions found on Canvas:**

* How did the inclusive preschool environment help Drew and Samantha flourish?
* How were their parents included in the process? What concerns did their parents have and how were those concerns addressed?
* What challenges did including Drew and Samantha create for the preschool teachers? How did they overcome those challenges?
* How was inclusion beneficial for all in the classroom?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

 **Week 4**

**Chapter 4: Children with Intellectual and Developmental Disabilities**

Chapter Focus: The exact nature of intellectual and developmental disabilities (IDD), the correct identification of these disabilities, and the societal acceptance of individuals with IDD have been constantly changing. The ideas about appropriate educational adaptations have also been changing in response to our growing knowledge of what can be done to improve this disability. The text reviews current definitions, factors that contribute to IDD, and characteristics of the group of students. A discussion of the identification process is followed by a look at instructional adaptations and teaching strategies.

**Terminology:** Review the terminology in the Chapter.

**Watch the following videos about students with IDD in inclusive elementary classrooms:**

* <http://www.youtube.com/watch?v=x8TnKi_YblQ>
* <http://www.youtube.com/watch?v=8VmP7MZ09h8>

 **After viewing the videos, respond to the following questions found on Canvas:**

* How are Damian and Avery integrated into their elementary classrooms?
* What challenges (for students and teachers) come with using an inclusion model for students with IDD?
* What benefits (for all students) come with the inclusion model?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 5**

 **Test: Chapters 1-4**

**Week 6**

Chapter 5: Children with Autism Spectrum Disorders

Chapter Focus: In this chapter, the characteristics of children with autism spectrum disorders are discussed, as are important historical events that have shaped our understanding of autism. The characteristics and examples of effective early childhood and school-age education programs are presented, including the uses of technology for children with autism spectrum disorders. Finally, the family issues for children with autism spectrum disorders are discussed, including the role of the teacher in helping parents and caregivers develop specialized skills for assisting and understanding their child.

**Terminology:** Review the terminology in the Chapter.

**Watch the following video where parents of children with ASD discuss how ASD has impact their lives:**

* <http://www.youtube.com/watch?v=gu9i410K6Dk>

**After viewing the videos, respond to the following questions found on Canvas:**

* What concerns did the parents have for their children and their children’s educations?
* What supports where important to help parents cope?
* What do the parents feel has enabled their children to thrive?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 7**

 **Chapter 6: Children with Learning Disabilities**

**Chapter Focus:** The text discusses the varying perspectives on learning disabilities. The new IDEA 2004 evaluation procedures are introduced and the response to intervention approach is applied to identify and serve students with learning disabilities. Current educational adaptations are reviewed, highlighting the relationship between the problems of children with learning disabilities and the educational strategies and programs that have been developed to help them. The information-processing model is used to show how a learning disability can affect learning.

**Terminology:** Review the terminology in the Chapter.

**Watch the following video from the PBS NewsHour profiling how one school helps students with learning disabilities succeed:**

* <http://www.youtube.com/watch?v=52sT5Euthg4>

**After viewing the videos, respond to the following questions found on Canvas:**

* What strategies do you see being used? What were these strategies intended to do?
* What challenges about educating students with learning disabilities are raised? What are possible solutions to this problem?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 8**

**Chapter 7: Children With Attention Deficit/Hyperactive Disorders (ADHD)**

**Chapter Focus:** This chapter examines Attention Deficit/Hyperactive Disorders (ADHD), exploring the definitions and causes as well as characteristics of children with ADHD. It discusses the challenges of identification, treatment options, and the comorbidity of ADHD with other exceptionalities. Special attention is paid to changes ineducational structures and curriculum modifications that may help students with ADHD achieve their academic potential. Finally, concerns related to family and post-secondary life are addressed.

**Terminology:** Review the terminology in the Chapter.

**Watch the PBS Frontline documentary “Medicating Kids”:**

* <http://www.pbs.org/wgbh/pages/frontline/shows/medicating/>

 **After viewing the videos, respond to the following questions found on Canvas:**

* What challenges did the students profiled face?
* What factors did the students and their families consider as they made the decision to use or not use medication?
* What complexities does the documentary raise about the use of mediation for the treatment of ADHD?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 9**

 **Chapter 8: Children With Emotional and Behavior Disorders**

**Chapter Focus:** All of us act out or withdraw at some time in our lives. It is the intensity and duration of these behaviors in combination with the situation that separate those with behavior problems from the general public. The text discusses the classification and characteristics of behavior problems. Identification and placement issues are discussed, and an overview of educational intervention strategies and current curricula based on humanistic, ecological, and behavioral principles are given.

**Terminology:** Review the terminology in the Chapter.

**Watch the following video about Positive Behavioral Interventions and Supports (PBIS):**

* <http://www.pbis.org/swpbs_videos/pbs_video-pubs.aspx>

**After viewing the videos, respond to the following questions found on Canvas:**

* What sorts of strategies is this school using to promote positive behavior in all students?
* What challenges might come with implementing a school-wide PBIS program?
* How is a school-wide PBIS program beneficial for both students with EBD and typically developing students?
* Why might a school-wide PBIS model be more effective than simply targeting “problem” students?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 10**

 **Chapter 9: Children With Communication, Language, and Speech Disorders**

**Chapter Focus:** The chapter focuses on the history of communication, language, and speech disorders. Characteristics of students and definitions of communication, language, and speech disorders are discussed. The importance of a child’s culture is examined with regards to linguistic context.

**Terminology:** Review the terminology in the Chapter.

**Watch the following videos about communication, language, and children with hearing loss:**

* <http://www.youtube.com/watch?v=BnRNeDtme0g>
* <http://www.youtube.com/watch?v=Po-WMo8vXRY>

 **After viewing the videos, respond to the following questions found on Canvas:**

* What communication challenges do the students featured in these videos have?
* How would these challenges affect their academic and social experience in the classroom?
* How could you as the teacher create the supports needed for these students to be academically successful and social integrated into the classroom?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 11**

 **Test: Chapters 5-9**

**Week 12**

 **Chapter 10: Children Who Have Special Gifts and Talents**

**Chapter Focus:** This chapter examines the procedures for identifying children who have special gifts and talents and presents a comprehensive description of their special characteristics. A substantial amount of coverage is devoted to the educational adaptations in learning environments, skills, and content that the classroom teacher might consider for students with gifts. The implications of these programs are discussed in depth. In addition, a special discussion of underrepresented groups is presented.

**Terminology:** Review the terminology in the Chapter.

**Watch some the following video interviews with students who experienced accelerated academics There are several videos under the main one explaining the program:**

* <http://www.accelerationinstitute.org/Personal_Stories/Video_Stories.aspx>

 **After viewing the videos, respond to the following questions found on Canvas:**

* What positive experiences (academically and socially) did the students report having with acceleration?
* What challenges (academically and socially) did the students face?
* What do you think of the strategy of acceleration for students with special gifts and talents?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 13**

 **Chapter 11: Children Who Are Deaf or Hard Of Hearing**

**Chapter Focus:** In this chapter a differentiation is made between children who are hard of hearing and those who are deaf. Classification, causes of hearing loss, and identification procedures are discussed. Special education adaptations, preschool to adulthood, are described. The ongoing controversy over the merits of oral versus manual methods of communication and instruction is explored. Research into the most effective methods for developing communication is cited. The roles of technology and medical advances for individuals with a hearing loss are examined.

**Terminology:** Review the terminology in the Chapter.

**Watch the following videos about communication, language, and children with hearing loss:**

* <http://www.youtube.com/watch?v=GmOewJb17Dk>
* <http://www.youtube.com/watch?v=kKyXb1XJefU>

 **After viewing the videos, respond to the following questions found on Canvas:**

* What are the advantages and drawbacks of the various communication methods discussed?
* How do these methods help students with hearing loss integrate into the classroom?
* How does hearing loss affect a child’s language acquisition?
* What strategies are useful in helping a child with hearing loss to communicate more effectively and acquire language more fully?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 14**

 **Chapter 12: Children with Visual Impairments**

**Chapter Focus:** The causes of visual impairments and the anatomical structures affected are described. The text deals with the problems children with visual impairments face in adjusting to their environment, then discusses the adaptations in learning environment, skills, and content to facilitate their learning. The use of Braille, orientation and mobility training, map and chart reading, and listening skills are highlighted as ways these children master their environment. A discussion of transition from school to work concludes the chapter.

**Terminology:** Review the terminology in the Chapter.

**Watch the following video about early intervention for children with visual impairments:**

* <http://www.youtube.com/watch?v=6rbHOAtBNew>

 **After viewing the videos, respond to the following questions found on Canvas:**

* How were parents and family members involved in the early interventions offered to their child?
* Why was this involvement important?
* What sort of interventions were used? How were these beneficial?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 15**

 **\*\*Research Paper Due**

**Chapter 13: Children with Physical Disabilities, Health Impairments, and Multiple Disabilities**

**Chapter Focus:** The text describes the major dimensions of physical disabilities, health impairments, and multiple disabilities and the conditions that often are associated with them. The chapter explores the educational, physical, health, and psychosocial impact on students with physical disabilities, health impairments, and multiple disabilities. Finally, it examines adulthood and lifespan issues, issues that are especially important to this group of exceptional children.

**Terminology:** Review the terminology in the Chapter.

**Watch the following videos about assistive technology:**

* <http://www.youtube.com/watch?v=Qm1AZf23kdM>
* <http://www.youtube.com/watch?v=r3m8_YmTDDM>

**After viewing the videos, respond to the following questions found on Canvas:**

* How does assistive technology help children with both physical and cognitive disabilities access curriculum?
* Why is the ability to communicate key for children with both physical and cognitive disabilities? How can technology help?
* ***Canvas Assignments:***
	+ Review PowerPoint for Chapter
	+ Complete Discussion Question for Chapter
	+ Complete Response to Questions Concerning the Videos

**Week 16**

 **Test: Chapter 10-13**

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have with

 children, families, and colleagues

**16. FERPA: \***

Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

* **Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)
* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.
* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.
* **Specific Management Requirement:** Southern State Community College is committed to providing educational opportunities that promote academic, professional, and personal

growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.