

**AK Smith Career Center
Ivy Tech Community College
Dual Credit Course Syllabus**

Course Information:

High School Course Title & DOE #: Education Professions II, 5404 **HS Credits:** 3.0

Ivy Tech Course Title and number): The Exceptional Child, EDUC 230

Ivy Tech Credits: 3.0

School: Arts, Sciences, & Education

Program: Education

Contact Hours: 3

Length of Course: 1 year

Semester Registered: Full-Year Class (Aug 2020 to May 2021)

Ivy Tech Prerequisites:

Demonstrated College-Readiness in Reading, Writing, and/or Math through applicable documentation:

- 1.) Standardized test scores (SAT, ACT or PSAT), and/or
- 2.) High school transcripts for those students who have completed six high school semesters and have a cumulative GPA of 2.6+ (GPA documentation is not applicable to upper level math courses), and/or
- 3.) Knowledge Assessment

High School Faculty Information:

Name: Lauren Januska

Office Location: 817 Lafayette Street Michigan City Indiana 46360

Contact Information: ljanuska@mcas.k12.in.us

COURSE TITLE: The Exceptional Child

COURSE NUMBER: EDUC 230

PREREQUISITES: EDUC 101 Introduction to Teaching or SPED 102 Introduction to Inclusive Teaching and ECED 120 Child Growth and Development or EDUC 121 Child and Adolescent Development

SCHOOL: Arts, Sciences & Education

PROGRAM: Education

CREDIT HOURS: 3

CONTACT HOURS: Lecture: 3

DATE OF LAST REVISION: Fall, 2020

EFFECTIVE DATE OF THIS REVISION: Fall, 2021

CATALOG DESCRIPTION: Provides an introduction to teaching the exceptional child. Includes theories and practices for promoting optimal developmental growth for all learners. Develops inclusive teaching techniques. Explores public policy, inclusion, early intervention, and laws related to special education. Explores categories of special needs and provides opportunities through field experience to practice methods for helping children enrolled in special education, including gifted/talented programs.

VOLUNTEER FIELD EXPERIENCE STATEMENT: Up to 20 hours of service learning/field work in an educational environment may be required as part of this course.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Describe society's changing attitudes towards exceptional children and their families, including the influence of the media, public policy, and laws pertaining to special education.
2. Identify and define the categories of disabilities and eligibility criteria as stipulated in federal (*IDEA*) and State (*Article 7*) legislation.
3. Explain the term LRE (Least Restrictive Environment) and how this influences the services provided to school-age children with disabilities.
4. Identify developmental likenesses and differences in children, both those who are typically developing and those with special needs.
5. Research various types of disabilities and the developmental and health characteristics associated with them.
6. Define the aspects of the family/teacher community partnership.
7. Explain the IFSP (Individual Family Service Plan) and the IEP (Individual Education Program) processes and the requirements of each.
8. Develop techniques to work with the exceptional child and support inclusion in the typical classroom setting.
9. Design classroom environments to meet the needs of all children. Evaluate school playgrounds for accessibility.
10. Create adaptive materials to use with children enrolled in special education, including gifted/ talented programs.
11. Recognize developmental delays in children.
12. Determine and write instructional goals for children with special needs.
13. Describe the main goals of early intervention.
14. Develop techniques to collaborate with other professionals and parents regarding children with special needs.
15. Describe and explain the various roles and responsibilities of the special education teacher.

COURSE CONTENT: Topical areas of study include –

Exceptional children
 Diversity
 Typical child development
 Assessing typical behavior
 Assessing atypical behavior
 Adapting instruction to meet the needs of individual learners

Designing inclusive classroom environments
 High-quality inclusive educational programs

A TABLE HAS BEEN DEVELOPED BELOW TO SUMMARIZE WHICH STANDARDS HAVE BEEN ADDRESSED IN EITHER A PRIMARY OR SECONDARY FASHION IN THIS InTASC COURSE.

Web Site <http://www.doe.in.gov/>

Course number EDUC 230
 Course Name THE EXCEPTIONAL CHILD

InTASC Standards Addressed in this course	InTASC
1	X
2	X
3	X
4	X
5	
6	X
7	X
8	X
9	X
10	

InTASC Model Core Teaching Standards
 Interstate Teacher Assessment and Support Consortium
 CCSSO (Council of Chief State School Officers)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required High School Textbook:

Human Exceptionality : School, Community, and Family Twelfth Edition

Michael L. Hardman, M. Winston Egan, and Clifford J. Drew

Publisher: Cengage

ISBN: 978-1-305-50097-6

PORTFOLIO STATEMENT:

All degree seeking students will be expected to present examples of coursework that they deem suitable for a cumulative portfolio that will be reviewed prior to graduation. The portfolio will contain several artifacts and reflection pieces as evidence of the student's demonstrated understanding of education principles as outlined by INTASC standards. The cumulative portfolio should document dispositions and competencies reflected in assignments throughout their coursework. Students may begin collecting artifacts when they begin their coursework. Creating a portfolio has value to the graduating student, the Ivy Tech Community College Education Program, the transferring four-year institution, and potential employers. Students should select from a variety of assignments and are free to confer with their instructor about alternate choices of material. See additional handouts on this cumulative assignment.

CERTIFICATION STATEMENT

Ivy Tech cannot guarantee that any student will pass a certification or licensing exam. Our requisite coursework is designed to assist you in understanding the material sufficiently to provide a firm foundation for your studies as you prepare for the exam. Department of Education web site <http://www.doe.in.gov/>

HOW TO ACCESS THE IVY TECH COMMUNITY COLLEGE LIBRARY:

The Ivy Tech Library is available to students' on- and off-campus, offering full text journals and books and other resources essential for course assignments. Go to <http://www.ivytech.edu/library/> and choose the link for your campus.

Grading and Evaluation:

Course grades are available for students by logging into Ivy Tech's online student system called, [MyIvy](https://my.ivytech.edu/), at the following address: <https://my.ivytech.edu/>. Ivy Tech will not distribute grades by mail, you will need to look up your grades in your MyIvy account. There may be a waiting period of 30 to 60 days from the end of the high school semester to obtain grades through MyIvy. If you'd like to order an official transcript, check your unofficial transcript first and then you may order here: <https://www.ivytech.edu/registrar/3449.html>

Methods of Instruction: The class will be taught using lectures, projects, and virtual platforms. We will meet daily during normally scheduled class time. Each week's assignments will be summarized within your modules. Please be sure to complete all assignments listed within the modules.

Additionally, set aside specific time to work on this course material outside of the regularly scheduled course time, as it will be necessary to successfully complete this course.

Methods of Evaluation: *Students will be evaluated on assignments (20%), assessments (20%), projects and presentations (20%), observations (20%) and workplace ethics (20%).*

Late/Make-up policy:

Per the Michigan City Area Schools Handbook policy, “It is the student’s responsibility to gather, complete, and return classroom assignments in a timely manner upon return to school to his/her respective teacher(s). A student **has the same number of days to make up classroom assignments as the number of days he/she was absent from school.** If a student is absent for an extended period of time, the parent/legal guardian may contact the student’s teacher and request information pertaining to homework assignments. Please allow at least 24 hrs for homework to be provided.”

Grading Scale:

A.K. Smith Education Professions Grading Scale		EDUC grade scale	
Letter Grade	Percentage	Letter Grade	Percentage
A	90 - 100%	A	93%-100%
B	80 - 89%	B	85%-92%
C	70 - 79%	C	75%-84%
D	60 - 69%	D	70%-74%
F	< 59.5%	F	<69%

For Ivy Tech Dual Credit:

Students must demonstrate college-readiness through applicable PSAT/SAT/ACT/KNOWLEDGE ASSESSMENT scores or competency in Reading, Writing, and/or Math; and GPA, if applicable. These assessments are administered by staff at your high school/career center. Each student’s final grade from this course will be shared with Ivy Tech and then recorded on an Ivy Tech transcript in their MyIvy accounts.

ACADEMIC HONESTY STATEMENT:

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic

dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

ATTENDANCE

Students are expected to attend and participate regularly in class meetings, online learning activities and other activities assigned as a part of a course of instruction. Faculty are required to report student participation in compliance with institutional policies and federal financial aid guidelines. Faculty and staff shall be sensitive to students' religious beliefs and observances, including an expectation that instructors make reasonable arrangements when a student must miss an exam or other academic exercise due to their religious observance. When notified in advance, and when possible, faculty will make allowances for students to make up missed work.

COPYRIGHT STATEMENT:

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

ADA STATEMENT:

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

TITLE IX STATEMENT:

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who

harm them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

Final Withdrawal Date and Responsibility for Withdrawal:

Each course withdrawal requires the student to obtain his/her instructor's signature to record the last date of attendance. The last date to withdraw from this course is **May 1st** (for Spring or year-long).

Right of Revision

The college reserves the right to change any statements, policies or scheduling as necessary. Students will be informed promptly of any and all changes.

Assignments and Tentative Course Schedule:

<u>Class Meeting</u>	<u>Topic</u>	<u>Assigned Work</u>	<u>Work Due and Exams</u>
Week 1	Understanding Exceptionalities in the 21st Century (1, 4, 15)	Chapter 1	
Week 2	Understanding Exceptionalities in the 21st Century (1,4, 15)	Chapter 1	Quiz Chapter 1
Week 3	Education for All (2,3,7,9)	Chapter 2 IDEA Section 2.3 pgs.29-34 LRE pgs.35-39	Quiz Chp.2 Project: Classroom Design
Week 4	Education for All (2,3,7, 9)	Chapter 2 IDEA Section 2.3 pgs.29-34 LRE pgs.35-39	Case Study p.42
Week 5	Cultural and Linguistic Diversity	Chapter 5	Quiz: Chapter 5
Week 6	-Inclusion and Multidisciplinary Collaboration in the Early Childhood and Elementary School Years -Exceptionalities and Families (6,8,14)	Chapter 3- Family/Teacher/Community Partnership (pgs. 53-55) Chapter 6	Project: Community Resources
Week 7	Secondary Education and Transition Planning (12, 13)	Chapter 4	Project: Write a transition plan
Week 8	Learning Disabilities (5)	Chapter 7	Project: Learning disabilities
Week 9	Emotional/ Behavior Disorders(5)	Chapter 8	Project: Emotional/Behavior Disorders
Week 10	Intellectual and Developmental Disabilities (9)	Chapter 9 Field Experience: Observations	Project: Intellectual Disabilities
Week 11	Communication Disorders (5)	Chapter 10	Project: Communication Disorders Quiz Chapter 10
Week 12	Autism Spectrum Disorders (5)	Chapter 11	Project: Community Resources from various Autism organizations
Week 13	Severe and Multiple Disabilities (5)	Chapter 12	Case Study: Ernesto pg.306
Week 14	-Sensory Disabilities: Hearing and Vision Loss (5) -Physical Disabilities and Other Health Disorders (5)	Chapter 13 Chapter 14	-Mastery Activities Chp.13 pg. 353 #2 Case Study -Mastery Activities Chp. 14 pg. 395 #s 1 and 3

Week 15	Gifted, Creative, and Talented (10)	Chapter 15	Reflection Exercise p.408 Case Study: Embracing Diversity pg. 412
Week 16	Final Exam	Portfolio Review	Final Exam