HORRY GEORGETOWN TECHNICAL COLLEGE

INSTRUCTIONAL PACKAGE

EDU 200

Foundations of Special Education

Effective Term
Spring 2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: <u>Spring 2021</u>

COURSE PREFIX: EDU 200   COURSE TITLE: Foundations of Special Education

CONTACT HOURS: 3   CREDIT HOURS: 3

RATIONALE FOR THE COURSE:
The purpose of this course is to give an introduction to special education as well as an overview of current issues relating to educating the exceptional learner. EDU 200 aligns with the requirements for teacher licensure/certification in South Carolina for Special Education: Multi-Categorical PreK – 12.

This course is a requirement for students wanting to enter the Professional Program for Teacher Education in Special Education at Coastal Carolina University.

COURSE DESCRIPTION:
This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, educational strategies, identification procedures, support services and the impact on academic performance.

PREREQUISITES/CO-REQUISITES:
EDU 110

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:
Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:
Please subscribe to newsletters at the following site:
http://www.smartbrief.com/cec
http://www.schwabLearning.org/
http://www.wrightslaw.com
http://www.teachingld.org/
http://www.ldonline.org/
http://www.autism-society.org
http://www.chadd.org/ (go to "What's New?")
http://www.ncld.org

Journals consulted and reviewed on a regular basis:
Behavior Disorders
Career Development and Transition for Exceptional Individuals
Education & Treatment of Children
Exceptional Children
Focus on Exceptional Children
Intellectual and Developmental Disabilities
Intervention in School and Clinic
Journal of Applied Behavior Analysis
Journal of Autism and Developmental Disorders
Learning Disabilities Quarterly
Remedial and Special Education
TEACHING Exceptional Children
The Journal of Special Education

Additional Online Resources:
  ➢ **South Carolina State Department of Education: http://ed.sc.gov**
  ➢ **Horry County Schools: http://www.horrycountyschools.net/**
  ➢ **Wrightslaw: www.wrightslaw.com**
  ➢ **Americal Instituttes for Research (Special Education): http://www.air.org/focus-area/education/?id=9**
  ➢ **National Association of Special Education Teachers: http://www.naset.org/**
  ➢ **Council for Exceptional Children: www.cec.sped.org**
  ➢ **National Dissemination Center for Children with Disabilities: www.nichcy.org**

> **Center for Effective Collaboration and Practice:**
> **https://www.air.org/project/center-effective-collaboration-and-practice-cecp**

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERICATION
Students enrolled in online courses will be required to participate in a minimum of one (1) proctored
assignments and/or one (1) virtual events to support student identification verifications. Please refer to
your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit Online Netiquette.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:
1. Describe the legal and historical development of the field of special education and services for persons with disabilities.
2. Describe various theoretical models and perspectives in the field of special education.
3. Identify the general characteristic (social, cognitive, intellectual, and academic), etiological factors, identification procedures, technological advances, general school interventions, the effects of disability on learning, and professional organizations associated with the following areas of exceptionality:
   a. Specific Learning Disabilities
   b. Attention-Deficit/ Hyperactivity Disorder
   c. Mental Retardation
   d. Emotional or Behavioral Disorders
   e. Severe and Multiple Disabilities
   f. Communication Disorders
   g. Autism

      h. Other Health Impairment
      i. Physical Disabilities
      j. Traumatic Brain Injury
      k. Hearing Impairment and Deafness
      l. Visual Impairment including Blindness
      m. Gifted

4. Identify the roles and expectations of special education teachers in schools, including ethical and professional practice standards.
5. Research current developments, issues, and trends in special education, including legislation, litigation, and use of technology.
6. Identify resources available to colleagues and families in understanding special education, practices, and procedures for students with disabilities.

Unit I: Foundations for Understanding Special Education
Materials Covered: Chapters 1 – 3
*Assessments: Class Preparation Activities/Quizzes
         KWL
SLOs: 1, 4, 5

Unit II: Educational Needs of Exceptional Students
Materials Covered: Chapters 4 – 13
*Assessments: Class Preparation Activities/ Quizzes
         Research Presentations
         Mid-Term Exam
SLOs: 2, 3, 5, 6

Unit III: Special Education Across the Life Span
Materials Covered: Chapters 14 -15
*Assessments: Class Preparation Activities/ Quizzes
         Journal Article Presentation
         KWL Reflection
         Final Exam

SLOs: 2, 3, 4, 5, 6

Students – please refer to the Instructor's Course Information sheet for specific

information on assessments and due dates.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*
Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*
Class Preparation Assignments	30%
Projects/Presentations	40%
Exams (Mid-term & final)	30%
	100%

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 -

Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:
1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.

STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:
1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center (ORC)](#) including scheduled technology training, Office 365 support, password resets, and username information.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.
5. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student

Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs
Title IX Coordinator
Building 1100, Room 107A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5228
Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources
EEO and Title IX Coordinator
Building 200, Room 212A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu