

**DINÉ COLLEGE**  
**CDTE MASTER COURSE SYLLABUS**

**COURSE NUMBER** EDU 240  
**COURSE TITLE & (CREDITS)** Introduction to Special Education (3 credits)  
**SEMESTER**  
**CLASS MEETING TIME(S)**  
**LOCATION**  
**INSTRUCTOR**  
**OFFICE LOCATION**  
**OFFICE PHONE NUMBER**  
**E-MAIL**  
**OFFICE HOURS**  
**BEST CONTACT METHOD**  
**PREREQUISITE (If any)** ENG 101; NAV 101 or 211.

**COURSE DESCRIPTION**

This course includes an overview of the history, current trends, and future directions of special education. The course covers federal legislation and policies, learning about disabling conditions, classroom integration/inclusion, and social issues.

The language of instruction will be **30%** Navajo.

**COURSE OUTCOMES**

*The pre-service teacher ...*

**Nitsáhákees:**

- Understands Navajo and multicultural child development theories
- Understands multiple strategies for having learners demonstrate their knowledge through a variety of products and performances
- Understands laws, professionalism, and community expectations as they pertain to the teaching profession
- Understands K'é as a system for building relationships with students, families, and colleagues

**Nahat'á:**

- Integrates K'é into curriculum and instructional practices

**Iiná:**

- Collaborates with colleagues, faculty, families, school personnel, and community members to ensure learners' support and growth
- Applies K'é with students, families, and colleagues

**Sih hasin:**

- Believes that all children can learn

- Demonstrates self direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóo t'áá hó ájít'éego hózhóqgo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

## **InTASC STANDARDS**

<b><i>Learner and Learning</i></b>
#1 <i>Learner development.</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually and within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
#2 <i>Learning differences.</i> 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.
<b><i>Instructional Practice</i></b>
#8 <i>Instructional strategies.</i> 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.
<b><i>Professional Responsibility</i></b>
#9 <i>Professional learning &amp; ethical practices.</i> 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.
#10 <i>Leadership &amp; collaboration.</i> 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.

## **ESSENTIAL QUESTION**

How does exceptional student service apply to you?

## **SUGGESTED TEXT AND RESOURCES**

Smith & Tyler (2010). *Introduction to special education: Making a difference.* 7<sup>th</sup> ed. Pearson Education, Inc.

Assigned articles or journals will be given every other week for discussions and reflections.

## **COURSE AND PROGRAM ASSESSMENTS**

Present presentation about exceptionalities

## **GRADING POLICY**

You will earn a course grade by compiling points per assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B

- 79-70% = C
- 69-60% = D
- 59% or less = F

## **SCHEDULE (optional)**

### **ATTENDANCE POLICY**

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness [a doctor's statement may be requested].
- Being a patient in a Navajo or other traditional/religious ceremony [again, a medicine person's or equivalent's signed, notarized statement may be requested].
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

### **DISABILITY SUPPORT SERVICES**

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsale and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsale (928) 724-6856 or Shiprock (505) 368-3627.

### **ACADEMIC INTEGRITY**

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.