



Course Prefix/Number/Title: SPED 110 – Introduction to Exceptional Children

Number of Credits: 3 semester credits

Course Description:

This course will introduce special education as well as an overview of disability categories. Students will be introduced to laws governing the education of students with disabilities including IDEA (Individuals with Disabilities Education Act), ADA, and 504. Students will explore the history of special education. Students will become familiar with assessments and write a mock IEP (Individualized Education Plan).

Pre-/Co-requisites: None

Course Objectives:

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

- Define exceptional learners and special education
- Explain the history and origins of special education
- Describe legislation (IDEA, 504, ADA, NCLB/Every Child Succeeds Act) and its implications for special education
- Explain best practices for teaching bilingual students
- Describe ways a special educator can support families of students with disabilities
- Become familiar with the characteristics of students in each of the disability categories (Intellectual and Developmental Disabilities, Learning Disabilities, Physical Disabilities, Other Health Disabilities, Emotional or Behavioral Disabilities, Speech/Language Disorders, Deaf or Hard of Hearing, Blind or Visually Impaired, Autism Spectrum Disorder, Traumatic Brain Injury, Deaf-Blindness, Multiple Disabilities)
- Understand and provide examples of the parts of an IEP
- Describe the pre-referral/assessment process, MTSS, RtI
- Define a functional behavior assessment and positive behavior intervention plan
- Discuss early intervention services and services for transition into adulthood
- Discuss the role of the family in the education process and how to facilitate their involvement
- Discuss the role of the general education teacher, paraprofessional, and special education teacher in providing services to students with disabilities

Instructor: Ms. Jackie Migler, MS

Office: Library

Office Hours: T/TH 8-10:30, M/W 8-4

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Lecture/Lab Schedule: T/TH 2-3:15

Textbook(s):

Hallahan, D.P., Kaufmann, J.M., & Pullen, P.C. (2019) *Exceptional Learners: An Introduction to Special Education*, Pearson– ISBN 978013280693-8

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percentage of total points possible. Drop quizzes or in class work may not be made up. There will be a one-week grace period to make up any missed exams or assignments. Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor.

Final letter grades are based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - < 79.5% of the total points
- D - 59.5 - <69.5% of the total points
- F - <59.5% of the total points

Tentative Course Outline: (Subject to Change)

<u>WEEK</u>	<u>Discussion Topic and Activities</u>	<u>Assignments/Readings</u>
Week 1	T - Review syllabus, Questionnaire, Overview of the class Th- Definition of exceptional learner, special education, careers in special education, person first language, history, and origins of spec ed, legislation related to spec ed	Read Chapter 1 in text for Thursday IDEA, ADA, Every Child Succeeds Scavenger Hunt
Week 2	UDL (Universal Design for Learning), Self Determination, Deinstitutionalization, Inclusion, Differentiation, RtI/MTSS, Collaboration, Progress monitoring, Accommodations vs modifications, PBIS, zero tolerance	Read Chapter 2 in text

Week 3	Multicultural and bilingual education, SIOP (Sheltered Instruction Observation Protocol)	Read Chapter 3 in text
Week 4	Tues - Exam #1 TH - Working with families, grief cycle, family involvement, overview of Individualized Education Plan, Communication with families	Exam #1 on T covering Chapters 1-3 Read Chapter 4 in text for TH
Week 5	Intellectual and Developmental Disabilities - Characteristics, Causes, Identification (Intelligence tests and Adaptive behavior scales), Other syndromes, Implications for education, Assessment, Early Intervention, Transition, supervision of paraprofessionals	Read Chapter 5 in text for T
Week 6	Learning Disabilities - definitions, identification, causes, areas, implications for instruction, models of delivery	Read Chapter 6 in text for T
Week 7	ADD/ADHD - history, definition, causes, characteristics, implications for education, medications	Read Chapter 7 in text for T
Week 8	ED (Emotional Disturbance) - definition, causes, identification, educational considerations, assessment, mental health diagnoses, service delivery, FBA, BIP (Behavior Intervention Plan), Crisis Prevention	T- Exam #2 covering Ch 4-7 TH- read Ch 8
Week 9	Speech/Language (Communication) - definition (speech and language), implications for education,	T- read Ch 9

	assessment, augmentative devices	
Week 10	Spring Break	XXXXXXXXXX
Week 11	Deaf/Hard of Hearing - parts of the ear, screening, causes, sign language, educational implications, assistive technology, models of service delivery	Read Ch 10 for T
Week 12	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Blind/Visually Impaired - definition, anatomy of the eye, causes, braille, O and M, assistive technology, models of service delivery </div> Exam #3 - TH covering Ch 8-11	T- Read Ch 11 Exam #3 - TH
Week 13	Autism Spectrum Disorder - history, definition, Asperger Syndrome, causes, identification, educational considerations, assessment, sensory needs, service delivery models	Read Ch 12 for T
Week 14	TBI (Traumatic Brain Injury), Deaf Blindness, Multiple Disabilities	Read Ch 13 for T
Week 15	Physical Disabilities - CP, Epilepsy, Spina Bifida, MD, OI (Orthopedic Impairment), Juvenile Rheumatoid Arthritis, FAS/FAE, Asthma, AIDS, PT, OT, DAPE	Read Ch 14 for T
Week 16	G/T -	Read Ch 15 for T
Week 17	IEP, Secondary Transition, Student Led IEPs (Individual	Develop an IEP

	Education Plan) (Individualized Education Plan), Mandated reporter	
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Final Exam covering Chapters 12-15 on May 5th

Tentative Course Assignments and Assessments:

There will be weekly readings, assignments, and assessments.

<u>Week (Date Due)</u>	<u>Assignment</u>	<u>Points</u>
Weekly	Participation attendance points	5 points per week (90 points)
Week 2	Legislative scavenger hunt	10 points
Week 4	Exam #1	50 points
Week 8	Exam #2	50 points
Week 9	Mental Health Paper	50 points
Week 11	Exam #3	50 points
Week 15	Disability Paper	100 points
Possible Quizzes		20 points
Final exam	Exam #4	50 points
Other assessments/assignments		30 points

Total: 500 points

Paper Requirements:

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited, and a reference page must be provided.

There will be two papers for this course (mental health condition and a disability category).

Further information and a scoring rubric will be given for each paper.

Exams:

Four exams will be given in this course. There will be a study guide provided for each exam.

Exams are open book, open note.

Class Participation:

Attendance in class is particularly important. Participation points will be given for each class. If you need to miss class, please email me prior to class.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Goal: Employ industry-specific skills in preparation for workplace readiness.

Objective: Students will demonstrate effective oral and written communication skills. A common rubric is used to ensure reliability and validity of data collected.

Relationship to Campus Focus:

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experience in educational settings as common instruction techniques.

Classroom Policies:

- Please follow respectful etiquette regarding cell phones and related technology. If you must take a call (for an emergency), please take the call in the hallway. If these technologies are used in the classroom and become a disruption to the class, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors, and guests.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon vital information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX

Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.