

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

Sped 110- Online Course- Fall 2011
Introduction to Exceptional Children
3 Undergraduate Credits
Pre-/Co-requisites- None

Course Description:

The purpose of this course is to give an introduction to special education as well as an overview of some current disabilities relating to educating the exceptional learner. Introduction to laws including IDEA and ADA will be discussed in terms of how they affect schools, intervention, and community organizations. A brief history of how far special education has come will also be included in this course.

Course Objectives:

This course will:

- 1) Promote a better understanding for special education
- 2) Inform students how to stay current on laws such as IDEA, ADA, and NCLB
- 3) Learn how to speak in “people first” language
- 4) Understand the broad array of disabilities concerning educators today
- 5) Give the history and origins of Special Education
- 6) Discuss types of Early Intervention services
- 7) Teach about Individual Family Service Plans as well as Individual Education Plans
- 8) Allow students to better understand the professionalism, cultural sensitivity and family-based service model that must be used when dealing with families

Instructor:

Angela Henry M.S. ECSE

Office:

Minot State University-Minot Infant Development Program
North Dakota Center for Persons with Disabilities

Email:

Angela.Henry@minotstateu.edu

Schedule:

Instructor will check the course at a minimum of once per day, Monday-Friday,

excluding holidays.

Required Text:

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Exceptional Learners, An Introduction to Special Education*. Allyn & Bacon, Incorporated (2008) - Hardback - 656 pages - ISBN 013606793X

Course Requirements:

1. Reflections (13) (10 pts. each/130 pts. total)

- There will be 5 questions pertaining to the information from the chapter. These questions are meant to help aid in a better understanding of the material. Each reflection is due Sunday by 12:00pm.

2. Individual paper (30 pts.)

- Each student must interview a parent with a child with a disability. A brief summary of the disability should be included (10 pts), ways in which the family coped with the disability and what adaptations were made in their family structure (10pts), conclusion about what you would do as a parent and what ways you adapt as well as resources available (10pts). Paper is due **November 20th**.

3. Weekly Chapter quizzes (14) (10 pts. each/ 140 pts. total)

- Each week there will be a 10 point 5 question quiz pertaining to information from the chapter assigned. Each quiz will be available to take from Monday-Sunday evening at 12:00pm. After the deadline the quiz will be locked and the points will be missed. These quizzes are for studying purposes and will help with the midterm and final tests. The time limit for each quiz is 10 minutes reading the material will ensure you plenty of time to get the quiz finished.

4. In-Class Discussion (7) (3pts-response to question/ 21 pts. total)

- Read the question posted and response via discussion board. After competing the response to the question read a response posted from a student and respond back. This will help students bounce ideas off one another and build relationships. Please keep comments positive and remember to speak in “people first” language.

5. Midterm: (50 points)

A midterm test will consist of 20 multiple/choice questions and one essay from chapters: 1-9. This test will be available the week of

6. Final Test (50 points)

A final test will consist of 20 multiple/choice questions and one essay from chapters: 10-15. This test will be available the week of December 5-9th and

is due by **December 9th at 3:00pm.**

Weekly Summary:

Introduction & Chapter 1

Quiz #1

Reflection #1

Discussion #1

Chapter 2

Quiz #2

Reflection #2

Chapter 3&4

Quiz #3

Reflection #3

Discussion #2

Chapter 5

Quiz #4

Reflection #4

Chapter 6

Quiz #5

Reflection #5

Discussion #3

Chapter 7

Quiz #6

Reflection #6

Chapter 8

Quiz #7

Reflection #7

Discussion #4

Chapter 9

Quiz #8

Reflection #8

MIDTERM

Midterm test

Chapter 10

Quiz # 9

Reflection #9
Discussion #5

Chapter 11
Quiz #10
Reflection #10

Chapter 12
Quiz #11
Reflection #11
Discussion # 6

Chapter 13
Quiz #12
Reflection #12

Paper due by November 20th

Chapter 14
Quiz #13
Reflection #13
Discussion #7

Chapter 15
Quiz #14

FINALS WEEK
Final test due by December 9th

Grading Policy:

Total Points for Course = 421 points

Grading is on a percentage basis as follows:

90-100% =A, 80-90% =B, 70-80% =C, 60-70%=D, 60-0% Failing

Education & Human Services Objectives:

Acquire and apply methods and strategies based on professional industry standards.

- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools & approaches.
- Understand & practice responsible assessment.
- Engage in assessment partnerships with families & other professionals.
- Knowing & understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.

Embrace the role of experts in education and human services professions.

- Identify and involve oneself with the early childhood field.
- Knowing about and upholding ethical standards and other professional guidelines.
- Integrate knowledgeable, reflective, and critical perspectives on early education.
- Engage in informed advocacy for children and the profession.

Relationship to Campus Theme:

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 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 experiences in educational settings as common instructional techniques.

Classroom Policies:

Weekly Course Access: It is essential to build culture and community in the online environment in order that students collaborate together to build a network of learners. To foster and develop this community, COMMUNICATION is ESSENTIAL. Since the course is a three-credit course, it is reasonable to ask students to log in to the course a minimum of three times each week.

Quality of Work: At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussions and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during the course.

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- * Students are responsible for submitting their own work.
- * Student work must not be plagiarized.
- * Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, Is It Plagiarism Yet? Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook on pages 18, 19, and 37.

HELP DESK PHONE NUMBER FOR HELP WITH MOODLE: 1-866-940-0065 E-MAIL HELP DESK FOR MOODLE: ndus.moodle.help@ndus.edu

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services as soon as possible: phone 701-228-5477 or toll-free 1-888-918-5623.