



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

Number of Credits: 3

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 course completion, students should 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
- Understand 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: Hattie Albertson

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Office Hours: Online

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Lecture/Lab Schedule: Online

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:

- Students must submit all assignments by the posted deadlines.
- All written responses must fully address the prompt, meet the length requirement, and demonstrate engagement with the assigned readings/videos.

Tentative Course Outline:

- Week One: Chapter One/Endrew Articles/Student Questionnaire
- Week Two: Chapter Two/Reflections/Anatomy of an IEP
- Week Three: Chapter Three/Ch. Three Review
- Week Four: Chapter Four/Introducing Yourself to Families Assignment
- Week Five: Chapter Five/Ch. Five Review
- Week Six: Chapter Six/PowerPoint/F.A.T. City Video & Reflection/Ch. Six Review
- Week Seven: Chapter Seven/Ch. Seven Review/Success Stories Assignment
- Week Eight: The Kids We Lose Midterm Reflection Assignment
- Week Nine: Chapter Nine/Ch. Nine Review/Social Story PowerPoint
- Week Ten: Chapter Ten/PowerPoint/Ch. Ten Review
- Week Eleven: Chapter Eleven/Video Viewing/Reflection Assignment
- Week Twelve: Chapter Twelve/Ch. Twelve Review
- Week Thirteen: Final Projects
- Week Fourteen: Final Projects
- Week Fifteen: "Front of the Class" Film Study and Reflection
- Week Sixteen: Final Test

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employ industry-specific skills in preparation for workplace readiness.

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:

- All written responses must fully address the prompt, meet the length requirement, and demonstrate engagement with the assigned readings/videos.
- Students must submit all assignments by the posted deadlines

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 important 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.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.