



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

Number of Credits: 3

Course Description:

This course introduces and examines exceptionalities of learning with a focus on understanding current social and educational responsibilities.

Pre-/Co-requisites: None

Course Objectives:

- 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: Erika Hamilton, Ed.S.

Office: Thatcher 203

Office Hours: M/W/F 11:00-12:00, T/R 10:00-11:00

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Lecture/Lab Schedule: T/R 2:00-3:15 pm, Thatcher 1108

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:

- Attend class sessions and be an active participant
- Complete course reading requirements and assignments in a timely fashion

Tentative Course Outline:

<u>Week (Date Due)</u>	<u>Topic</u>
Week 1	Ch. 1 Exceptionality and Special Education
Week 2	Ch. 2 Current Practices for Meeting the Needs of Exceptional Learners
Week 3	Ch. 3 Multicultural and Bilingual Aspects of Special Education
Week 4	Ch. 4 Parents and Families
Week 5	Ch. 5 Learners with Intellectual and Developmental Disabilities
Week 6	Ch. 6 Learners with Learning Disabilities
Week 7	Ch. 7 Learners with Attention Deficit Hyperactivity Disorder
Week 8	MIDTERM & Ch. 8 Learners with Emotional or Behavioral Disorders
Week 9	Ch. 9 Learners with Autism Spectrum Disorder
Week 10	Ch. 10 Learners with Communication Disorders
Week 11	Ch. 11 Learners who are Deaf or Hard of Hearing
Week 12	Ch. 12 Learners with Blindness or Low Vision
Week 13	Ch. 13 Learners with Low-Incidence, Multiple, and Severe Disabilities
Week 14	Ch. 14 Learners with Physical Disabilities and Other Health Impairments
Week 15	Ch. 15 Learners with Special Gifts and Talents
Week 16	Wrap-up and Final

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

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: Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

90%-100% A 80%-89% B 70%-79% C 60%-69% D below 59% F

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.
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	<ul style="list-style-type: none"> • 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.