DAKOTA COLLEGE AT BOTTINEAU

COURSE SYLLABUS

Course Prefix/Number/Title:
SPED 101 – Introduction to Developmental Disabilities/Intellectual Disabilities

Number of Credits: 3

Course Description:
This course examines the evolving perspectives on intellectual disability, etiology and characteristics of Intellectual and Developmental Disabilities, the legal and ethical considerations, individualized program planning across ages, and assistive technology needs.

Pre-/Co-requisites:
None

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

- Define intellectual and developmental disabilities.
- Identify common characteristics of syndromes and various disability categories.
- Explain the implications for education IDEA (Individuals with Disabilities Education Act), ADA, 504, ESSA (Every Student Succeeds Act)
- Describe the assessment process from pre-referral to IEP (Individual Education Plan)
- Define and identify various assistive technology devices from low tech to high tech
- Understand and provide an example of the parts of an Individualized Education Plan
- Develop a secondary transition plan for a student
- Identify possible adult services for a person with a developmental disability
- Define the role of advocacy
- Describe the duties/responsibilities of the team including general education, special education and related services, administrators, paraprofessionals, and job coach, if needed
- Describe best practices in providing support to adults with developmental disabilities.
- Define person centered planning and student led IEPs (Individual Education Plan).

Instructor: Hattie Albertson

Office: Online

Office Hours: Online by Appointment

Phone: 701-263-1364

Email: hattie.c.albertson@und.edu

Lecture/Lab Schedule: Online

Textbook(s):
Textbook is required. Gargiulo, Richard M. and Bouck, Emily C. (2018) Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability. Los Angeles: SAGE

Course Requirements:

- Reading and Review of Textbook
- Viewing and Reading Supplementary Materials
- Creation of Classroom Materials
- Reader Response Writing

Tentative Course Outline: (subject to change)

Week One: Chapter One
Week Two: *Willowbrook* and *I am a Person*
Week Three: Chapter Two
Week Four: Chapter Three
Week Five: Chapter Four
Week Six: Chapter Five and Social Stories/Visual Schedules
Week Seven: Chapter Six
Week Eight: Chapter Seven
Week Nine: Chapter Eight
Week Ten: Chapter Nine
Week Eleven: Chapter Ten
Week Twelve: Chapter Eleven
Week Thirteen: Chapter Twelve
Week Fourteen: Chapter Thirteen
Week Fifteen: Project: Create a Lesson for All Learners
Week Sixteen: Final Test

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:
This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers.

Classroom Policies:
Students are expected to stay on track throughout the semester. It is recommended that students must utilize Blackboard Messages or email as the preferred contact for timely responses in the course. Reach out anytime with questions or concerns.

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	• 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	• Determine if the use of generative AI could enhance student learning in any assignment of 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.