SPED 101 INTRODUCTION TO DEVELOPMENTAL DISABILITIES
BRANDI RUDLAND
Fall 2014 ONLINE
DAKOTA COLLEGE BOTTINEAU

Text Book: A Comprehensive Guide to Intellectual and Developmental Disabilities; Brown, I., Percy, M.

Resources: This course will use the internet for viewing videos, looking at sites, etc... Please make sure you will have access to computer/internet.

Course Title: Introduction to Developmental Disabilities	**Instructor:** Brandi Rudland
Course Prefix/Number: SPED 101	**Office:** Thatcher 1109
Class Location: ONLINE	**Office Hours: M** 8-4:30, **T** 10-2/4-4:30**,** **W** 8-3:00/4:4:30, **TH** 10-2:00 **F 8-3:50** **CALL OR EMAIL FOR APPOINTMENT**
Lecture/Lab Schedule: ONLINE	**Instructor Contact Information:** *Phone:* 701-228-5604 office, 701-822-3112 cell *Email:* **brandi.rudland@dakotacollege.edu** Emails will be checked daily, if you need to contact me after hours feel free to call or text.
Credits: 3	
Pre-/Co-requisites: None	

Course Description:
This course examines the diverse forms of developmental disabilities (DD), the legal and ethical factors when working within the DD profession, common philosophies of service to individuals with DD, and the developing/planning procedures for creating a DD service team.

Prerequisites: None

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

- Explain the differences and the similarities between individuals with disabilities and the difference between being disabled and having a disability.
- Identify a variety of causes of disabilities.
- Recognize and describe basic characteristics of learning disabilities and a variety of developmental disabilities to include: mental retardation, epilepsy, autism, cerebral palsy, spina bifida, muscular dystrophy, and syndromes such as: Downs Syndrome, Fetal Alcohol Syndrome, Fragile X, and Tourette Syndrome.
- Describe the role of advocating of advocating for individuals with disabilities.
- Provide Reasons for caregivers to serve as role models to those receiving services.
- Define legal blindness and describe strategies in caring for individuals with deaf-blindness
- Explain the historical trends of attitudes towards individuals with disabilities.
- Understand the impacts of North Dakota lawsuits, the ARC Lawsuit, Olmstead Decision on individuals with disabilities.

- Recognize the importance of communication skills and identity alternative methods of communication.
- Describe the legal rights and human rights of people guaranteed by the Constitution.
- Explicate the purpose of a Person Centered Planning team and identify member of this team.
- Communicate the purpose of Case Management and list five major functions that it performs.
- Describe the Normalization Principal and the concept of the social role of valorization.
- List and explain the right mandated by Title XIX and the Council on Quality and Leadership in Supports for People with disabilities and their implications on services for people with DD.
- Identify causes of abuse, neglect, and exploitation and explain the reporting process.
- Understand the role of families and explore strategies to communicate, collaborate and cooperate with the members to include conflict resolution and risk management.

Student Outcomes:

The student will demonstrate knowledge of the:	***CEC Standard***	**Evidence/Criteria**
Purposes of programs for individuals with exceptional learning needs	SEP1K1	Research Paper; Quiz; Resource List; Transition Plan;
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Quiz; AT Project; Resource List; Transition Plan; Final
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	Research Paper; Quiz; AT Project; Assessment Plan; Resource List; Transition Plan; Final
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Quiz; Assessment Plan; Transition Plan; Final
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	AT Project; Final
Rationale for assessment	SEP8K1	Assessment Plan
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Quiz; Resource List; Final
Roles of stakeholders in planning an individualized program	SEP10K2	Assessment Plan; Transition Plan; Final
The student will have the ability to:	*CEC Standard*	Evidence/Criteria

Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Quiz; AT Project; Assessment Plan; Final
Use strategies, equipment, materials and technologies, as directed, to accomplish instruction objectives	SEP4S1	Quiz; AT Project; Final
Use strategies as directed to facilitate effective integration into various settings	SEP4S3	Quiz; AT Project; Final
Use strategies that promote the learner's independence as directed	SEP4S4	Quiz; AT Project; Final
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Quiz; AT Project; Final
Prepare and organize materials to support teaching and learning as directed	SEP7S2	AT Project; Assessment Plan; Transition Plan
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Quiz; AT Project; Resource List; Transition Plan; Final

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

Course Requirements:
Independent Practice: Each week discussion topic is posed and reading assignments are posted. This will ensure the connection between course content to the application of these concepts. Quizzes will be on Tuesdays and Discussion Reponses will be due on Thursdays.

Assignments: Lesson assignments are due the following Tuesday that it was assigned.

Assessments/Exams: Three exams will be given along with weekly quizzes.

Final Project: Statement of Philosophy of Special Education

Description of Assignment/Assessment	CEC Standard	Points Possible
Discussions: Students are expected to participate in discussions, designed to facilitate the learning process.	Activity Specific	10 points each
Quizzes: There will be multiple quizzes throughout the semester, as well as three exams.	1K1, 2K1, 3K1, 4K2, 10K1, 10K2, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	20 points each
Brochure Project: Students will select a syndrome or disorder from Chapter 15 to research and gain a greater understanding of the condition. Students will then present their findings in the form of a parent-friendly brochure.	1K1, 2K1, 9S9	20 points

Assistive Technology Project: Students will create an assistive technology device that they could use for a student with special needs, write a brief summary of their project, and present it to the class.	1K2, 2K1, 3S1, 4K2, 4S1, 4S3, 4S4, 4S5, 7S2, 9S5	20 points
Assessment Plan: Students will create an assessment strategy for a student with a disability, based on an identified objective, lesson and goal.	2K1, 3K1, 10K2, 8K1, 3S1, 7S2	20 points
Resource List: Students will research and identify community services, websites, organizations, schools, legal services etc… that could be used by individuals with disabilities and their families.	1K1, 1K2, 2K1, 9S5, 10K1	20 points
Transition Plan: Students will write a transition plan for a student with a disability	1K1, 1K2, 2K1, 3K1, 10K1, 7S2, 9S5	20 points
Additional Activities: These include a Daily Routine, Rights Assignment, Student Perception and Organizational Change and task analysis assignment.	1K1, 2K1, 3K1, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	20 points each
Philosophy of Special Education- Students will use their knowledge and skills to reflect upon the semester to create a statement on their philosophy of special education.	1K1, 2K1, 3K1, 4K2, 10K1, 10K2, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	60 points total

General Education Goals/Objectives:

- Students will demonstrate an understanding of human development.
- Students will develop and identify techniques for working with and interacting with others with and without disabilities.

Relationship to Campus Theme: "Nature, Technology, and Beyond"

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 into higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide and educational continuum for degree advancement. Dakota College at Bottineau is committed to hands on learning environment and uses field experiences in educational setting as a common instructional techniques.

Class Policies:

- **Regular participation**
- **Regular attendance (Lack of attendance and participation will effective final grade)**
- **Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.**
- **Communication with instructor and fellow students**
- **Be prepared when class starts.**
- **Follow campus ethics policy on written work.**
- **Campus Issued Email be used as primary email.**

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Grades: *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:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

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

Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

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

Confidentiality
The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Help Desk:
For help with Moodle: 1-888-918-5623, 701-228-5623 or email heidi.hall@dakotacollege.edu

For Students with Disabilities and Special Needs:
Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email peggy.gregg@dakotacollege.edu

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Tentative Course Outline *(Subject to Change)*

Week	Discussion Topic and Activities	Reminders
Week 1	Attitudes and legal influences on supports for people with developmental disabilities	
Week 2	Understanding developmental disabilities and identifying causes	
Week 3	Characteristics of developmental disabilities	Brochure Project
Week 4	Exam 1	
Week 5	Supporting people with deaf/blindness	Daily Routine Assignment
Week 6	Legal and human rights	Rights Assignment
Week 7	Normalization, social valorization & benefits of role modeling	Student Perception Assignment
Week 8	Person centered planning and coordinating services	Organizational Change assignment
Week 9	Exam 2	
Week 10	Enhancing communication	AAC assignment
Week 11	Abuse, neglect & exploitation	
Week 12	Family supports	Resource List
Week 13	Exam 3	
Week 14	Work and employment	Transition Planning; Outline
Week 15	Sexuality	Rough Draft
Week 16	Parenting with intellectual disabilities	
Final	Philosophy of Special Education	