SPED 110 Introduction to Exceptional Children - *Online*
Madison Junker
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Exceptional Children	**Instructor:** Madison Junker
Course Prefix/Number: SPED 110	**Office:** TH 203
Class Location: Online	**Office Hours:** As requested
Lecture/Lab Schedule: Online	**Instructor Contact Information:** *Phone:* 701.228.5674
Credits: 3	*Email:* madison.junker@dakotacollege.edu
Pre-/Co-requisites: None	

Course Description: This course introduces and examines exceptionalities of learning with a focus on understanding current social and educational responsibilities. The purpose of this course is to give an introduction to special education as well as an overview of some current issues 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.

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.

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

- Better understand special education
- Stay current on laws such as IDEA, ADA and NCLB
- Speak in “people first” language
- Understand the broad array of disabilities concerning educators today
- Give the history and origins of special education
- Discuss types of Early Intervention services
- Understand Individual Family Service Plans as well as Individual Education Plans
- Better understand the professionalism, cultural sensitivity and family-based service model that must be used when dealing with families

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Student Outcomes:

The student will demonstrate knowledge of the:	*CEC Standard*	Evidence/Criteria
Purposes of programs for individuals with exceptional learning needs	SEP1K1	Passport; Communication Project
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Passport; Case Study
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	Passport; Communication Project; Case Study
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Passport; Case Study
Basic instructional and remedial strategies and materials	SEP4K1	Passport; Communication Project; Case Study
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	Passport; Communication Project
Demands of various learning environments	SEP5K1	Passport
Rationale for assessment	SEP8K1	Case Study
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Passport
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Case Study
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Case Study
Roles of stakeholders in planning an individualized program	SEP10K2	Passport
The student will have the ability to:	*CEC Standard*	Evidence/Criteria
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Passport; Communication Project
Use strategies, equipment, materials and technologies, as directed, to accomplish instruction objectives	SEP4S1	Communication Project; Case Study
Assist in adapting instructional strategies and materials as directed	SEP4S2	Passport; Communication Project
Use strategies as directed to facilitate effective integration into various settings	SEP4S3	Communication Project
Use strategies that promote the learner's independence as directed	SEP4S4	Passport; Communication Project
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Passport; Communication Project; Case Study
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Passport
Use strategies for managing behaviors as directed	SEP5S3	Communication Project
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Communication Project
Perform responsibilities as directed in a manner consisted	SEP9S1	Passport

with laws and policies		
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Passport; Communication Project
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Passport; Communication Project
Collaborate with stakeholders as directed	SEP10S2	Passport
Foster respectful and beneficial relationships	SEP10S3	Communication Project

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

Required Textbooks and Materials:

Hallahan, D., Kauffman, J., &Pullen, P. (2008). *E*xceptional learners: *An introduction to special education*(11th ed.). Boston, MA: Pearson Allyn & Bacon.

Course Requirements:

Description of Assignment/Assessment
Forums, Activities & Quizzes: Serves as practice opportunity for course objectives and formative assessment on material learned, as well as encourages peer interaction within the online shell. Activities vary from week to week.
Family Resource List: Students will compile a list of resources relevant to families with children with special needs
Case Law Review: Students will examine and reflect upon special education case law and determine how it is applied to today's teaching.
Inclusion Passport: Students will create a passport for a student with a disability. The passport will include a description of how the student's disability affects learning, learning needs and strategies, goals as well as a summary of provisions offered by the school to meet the pupil's needs.
Communication Project: Students will develop a communication device for a student without verbal language, write a brief summary of the project, and present it to the class.
Videos: Films will be posted in online shell to allow students a more in-depth understanding of some of the disabilities. Students will be expected to watch the films and respond to the material.
Assessments: There will be two assessments. One is a traditional assessment (short answer, multiple choice etc…) and the other is a case study assessment (open book).

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 as follows:*

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

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Academic and Institution Policies:

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 one valuated assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

View the *Plagiarism Tutorial-Pearson Education* to learn more about plagiarism, citing sources, etc.

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.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

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. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

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Tentative Course Outline *(Subject to Change)*

Week	Discussion Topic
1	Introduction to Special Education
2	Working with Families
3	IDEA, ADA & Referral Process
4	IEPs
5	Case Law
6	Ted Talks
7	Assessment #1
8	Intellectual Disabilities
9	Communication Disorders
10	Learning Disabilities
11	ADHD
12	Visual Impairment
13	Hearing Impairment
14	Physical and Other Health Impairments
15	Traumatic Brain Injury
16	Assessment #2