

Turtle Mountain Community College
Fall 2012

Revised 6/4/2015

Independent Study for Quenna Beston

Instructor: Kathy Jo Henry
Email: khenry@tm.edu
Course: EDUC 310 A Introduction to Exceptional Children
Credit: 3 semester hour
Class Hours: Independent

Text: Friend, Marilyn, Special Education: Contemporary Perspectives for School Professionals, 3rd Ed, Merrill, Copyright: 2011 ISBN-10: 0131381210

Course Description: This is a survey course examining exceptionalities of learning with a focus on understanding current social and educational responsibilities.

Course Objectives:

The student will:

- describe how selected characteristics with students with learning disabilities may be addressed instructionally in order for students to succeed in the curriculum,
- explain the classroom teacher's roles and responsibilities related to teaching students with learning disabilities,
- identify instructional adjustments that may support the academic success of students with learning disabilities,
- Reflect on their own growth in addressing the instructional and learning needs of students with learning disabilities,
- the roles and responsibilities of special educators with regard to the six principles of IDEA and professional ethics,
- familiarize themselves with medical, social psychological, emotional and
- educational aspects of special education,
- demonstrate respect for individuals identified with disabilities, such as through use of appropriate and non-biased language, and
- demonstrate awareness of potential effects of identified differences and labeling.

Method of Instruction: This course is being offered independently with online services in which videos, handouts, supplemental readings, and web site researching will be accessed.

Your Rights and Responsibilities/ Disability / Access Statement: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

Attendance, Class Participation: Many of the activities require your active participation; therefore, attendance and active participation are very important and will count toward final course grades. **Absences** will be subject to a loss of (10) grade points for each absence. If you are ill or have a family emergency, please notify me by email. It is the responsibility of the

student to meet the Teacher Education Department's Policy of 95% attendance. Please refer to student handbook concerning this policy.

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration. Bring you syllabi to each class meeting.

Service Learning: Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Cultural Component: This respectful cultural ways and an important part of this course as we role model culturally responsive teaching.

WISDOM

Upon completion of this course the student will gain the wisdom needed to be to take the steps to prepare their roles as related to teaching students with learning disabilities.

LOVE

The student finishing this course will develop the disposition of love and caring for their profession and through that love will perform work that is ethical, of highly qualified, and above all culturally responsive.

RESPECT

The student finishing this course will understand the importance of respecting ones leaders, co-workers, students and their families. They will know that to earn respect they must protect dignity and feelings of students and their families.

BRAVERY

The student finishing this course will be taught the instructional strategies & adjustments needed to bravely take the initial steps that support the academic success of students with learning disabilities.

HONESTY

The student finishing this course will be taught about the importance of honesty and the roles and responsibilities of teachers with regard to the six principles of IDEA and professional ethics.

HUMILITY

The students finishing this course will be taught the humility of acknowledging mistakes when reflecting on their own growth in decisions that have been made when addressing the instructional and learning needs of students with learning disabilities.

TRUTH

The student finishing this course will learn many truths concerning medical, social psychological, emotional and educational aspects of students and their families and will hold those truths in strict confidence as if they were their own.

Course ND

Standards	Objectives	Artifacts	INTASC
EDUC 310 Introduction to Exceptional Children	50015.3 a. b. c. d. Applying Knowledge 50015.3b Adaption to diverse learners 50015.3c Development of Critical Thinking	<ol style="list-style-type: none"> 1. The roles and responsibilities of special educators with regard to the six principles of IDEA and professional ethics. 2. Exceptionality categories included in IDEA. 3. Construct and modify learning environments to best meet the needs of each student; 5. Identify and address limitations imposed by school environments on students identified with disabilities; 6. Communicate information related to special education using professional norms. 7. To familiarize class members with medical, social, emotional, psychological and educational aspects of special education. 8. Demonstrate respect for individuals identified with disabilities, such as through use of appropriate and non-biased language. 9. Demonstrate awareness of potential effects of identified differences and labeling on individuals. 	*Readings with Reflective papers Research and respond in written form on topics and issues that relate to teaching and student learning. Case Study reflections #1: The teacher understands the central concepts, tools of inquiry, and structure of the discipline they teach and can create learning experiences that make these aspects of subject matter meaningful to students. #2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and emotional development. 10#: The teacher foster relationships with school, colleagues, parents, and agencies in the community to support students and well being

COURSE REQUIREMENTS

COURSE ACTIVITIES/TASKS	DUE DATES	Values
1. Required readings of Chapters 1,2,4,5,6,7,8,9,10,11,12,13,14		
5. DISABILITY REPORT autism	11/19-12	50 points
8. FINAL	12/3/12	100 points

Evaluation/Grading

100 % - 93 = A

86% - 92 = B

78% - 85 = C

77% - 60 = D

59% and lower = F

ALL ASSIGNMENTS DUE July 20, 2015