

Revised 7/22/2015

Turtle Mountain Community College
Fall 2015

Instructor: Kathy Jo Henry
Email: khenry@tm.edu
Course: EDUC 310 Introduction to Exceptional Learner
Credit: 3 semester hour
Class Hours: Monday & Wednesday 3:00-4:20 p.m.
Office Hours: Posted in Educational Department,
Set up appointment

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

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: Includes direct instruction (lecture and power point presentations by), discussion, group work, peer teaching, workshops (when available), student presentations, hands-on demonstrations, required readings, textbook DVD inserts, and field-based applications and utilizing Jenzabar for weekly assignments.

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. If you are ill or have a family emergency, please notify me by email or text me at 278-0748. It is the responsibility of the student to

Revised 7/22/2015

meet the Teacher Education Department's and Turtle Mountain Community College's attendance policies.

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. A course disposition rubric is used for independent student evaluations. The disposition rubric will be introduced at your First Co-Hort Orientation.

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. When community or school activities are available and will meet our class objectives, students will be required to participate. Short notice more than likely will occur.

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 Topics:

We will study:

- Individualized Education Programs (IEP)
- 504
- Inclusive education
- Designing inclusive classrooms
- Identifying and programming for special needs students
- Attention deficit/hyperactivity disorder
- Emotional and behavioral disorder
- Intellectual and Developmental Disabilities
- Sensory impairments
- Autism
- Traumatic brain injury
- Low incidence disorders
- Communication disorders
- Gifted students
- Students at risk
- Working with families

Course N D

	Standards	Objectives	Artifacts	INTASC
EDUC 310 Introduction to Exceptional Learner	<p>50015.1 Development, Learning and Motivation</p> <p>The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p> <p>50015.3b Instruction</p> <p>The program requires the study of connections across the curriculum. Candidates know, understand, and use the connections among concepts,</p>	<p>The Pre-teacher Candidate will:</p> <ol style="list-style-type: none"> 1. be able to discuss the historical background of special education and to highlight the events, people and theories that influence special education practices; 2. describe and compare the different special education philosophies and begin to understand the historical perspectives and their effect on special education; 3. develop a personal philosophical position dealing with student with special needs; 4. examine current program formats, issues of quality and standards of evaluation; 5. identify and analyze the issues that cause the current dilemmas for special education professionals and their families; 6. predict trends that may impact the influence and direction of special education ; and 	<p>Quizzes/Exams</p> <p>Special Education Observations</p> <p>Topic report on Parent and Family Perspectives concerning child with a disability.</p> <p>Research presentation and written research paper on a specific disability</p> <p>Case Study to be researched and presented in a written document.</p>	<p>#2 Learning Differences</p> <p>#7 Planning for Instruction</p> <p>#8 Instructional Strategies</p>

	<p>build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p>	<p>7. identify the strategies to stay current As a professional and be an advocate for this area of education.</p>		
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COURSE REQUIREMENTS

PRE-TEACHER CANDIDATE ASSESSMENTS	DUE DATES	TOTAL POINT VALUES																												
<p>Weekly Chapter Quizzes, 25 points each All quizzes are presented during the last 20 minutes of class. I will stay in the classroom until 4:30 as this will give you additional time if needed.</p> <table border="0"> <thead> <tr> <th data-bbox="142 974 250 1003">Chapter</th> <th data-bbox="407 974 537 1003">Quiz Date</th> </tr> </thead> <tbody> <tr><td data-bbox="142 1010 164 1039">1</td><td data-bbox="435 1010 493 1039">8/31</td></tr> <tr><td data-bbox="142 1073 164 1102">2</td><td data-bbox="435 1073 477 1102">9/2</td></tr> <tr><td data-bbox="142 1136 164 1165">3</td><td data-bbox="435 1136 477 1165">9/9</td></tr> <tr><td data-bbox="142 1199 164 1228">4</td><td data-bbox="435 1199 493 1228">9/16</td></tr> <tr><td data-bbox="142 1262 164 1291">5</td><td data-bbox="435 1262 493 1291">9/23</td></tr> <tr><td data-bbox="142 1325 164 1354">6</td><td data-bbox="435 1325 493 1354">9/30</td></tr> <tr><td data-bbox="142 1388 164 1417">7</td><td data-bbox="435 1388 493 1417">10/7</td></tr> <tr><td data-bbox="142 1451 164 1480">8</td><td data-bbox="435 1451 493 1480">10/21</td></tr> <tr><td data-bbox="142 1514 164 1543">9</td><td data-bbox="435 1514 493 1543">10/28</td></tr> <tr><td data-bbox="142 1577 164 1606">10</td><td data-bbox="435 1577 493 1606">11/4</td></tr> <tr><td data-bbox="142 1640 164 1669">11</td><td data-bbox="435 1640 493 1669">11/16</td></tr> <tr><td data-bbox="142 1703 164 1732">12</td><td data-bbox="435 1703 493 1732">11/18</td></tr> <tr><td data-bbox="142 1766 164 1795">13</td><td data-bbox="435 1766 493 1795">11/25</td></tr> </tbody> </table>	Chapter	Quiz Date	1	8/31	2	9/2	3	9/9	4	9/16	5	9/23	6	9/30	7	10/7	8	10/21	9	10/28	10	11/4	11	11/16	12	11/18	13	11/25		
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15.	12/9		
10-multiply choice 5 -True or False question 1 - short essay question			375 pts
Midterm	10/14 3:00-4:20 p.m.		100 pts
Final	12/16 3:00-4:20 p.m.		100 pts
Topic Report Paper: Perspectives of Parents and Families With A Child Diagnosed With a Disability		9/23 3:00 P.M.	36 pts
Special Education Teacher Interview Special Education Classroom Observation Reg. Classroom using augmentative technologies (student/teacher) Face to Face requirement signature from Special Education Teacher Required		11/4 3:00 P.M.	30 pts
Mini Research Paper Disability Poster Board Presentation and Written Report The Report and Board Presentation completed by 11/16 You will present by lottery; if your name is pulled for that day.		11/16 11/18 11/23 11/25 11/30 12/2 12/7 12/9 12/14	40 pts 36 pts
Course Portfolio Binder (returned with final exam grade)		12/9	15 pts
		TOTAL	656pts

A = 90% or higher B = 80%–89 C = 70%–79 D = 64%–69 F = 0–63%

Mini-Research Disability Paper and Poster Board

Each student will select a disability as identified by IDEA and will create a paper and poster board on the disability. A sign-up sheet will be handed out by the second class meeting. Each student will sign up for a different disability.

The paper should be a minimum of 5 pages (no less than 1500 words), not including bibliography and cover sheet. This paper should be double spaced, 12 font New Times Roman. APA format must be followed. The bibliography should include no less than 5 sources. Your textbook will be used as one of your sources. Make sure all the work is your own, please be aware that I used a software program to check for plagiarism. If you quote from an original source, put their words in quotes. If you use someone else's thoughts or ideas, be sure to reference the source.

TMCC writing rubric will be used to grade paper, possibility of 36 points.

Engagement 0-----1-----2-----3-----4-----5

Fluency 0-----1-----2-----3-----4-----5

Midterm Exam (chapters 1-7)

Final Exam (chapters 8-15)

Topic Report Paper: Perspectives of Parents and Families With A Child Diagnosed With a Disability. This paper should be a minimum of 4 pages, not including bibliography and cover sheet. APA format must be followed. This paper should be double spaced, 12 font New Times Roman. Place your disability topic on poster board in classroom. If another student has chosen your topic, you will need to choose a different one. (TMCC Writing Rubric)

Special Education Teacher Interview and Reflection- Special Education Teacher Interview: The paper you submit please provide school demographic information and an autobiography of the teacher you have chosen to interview in your introduction. The interview itself is to be written in narrative form. The focus of the interview should be to seek information that you, a general education teacher needs to understand in order for your students with IEP to be successful in your classroom along with the importance of your understanding of collaboration with professionals outside your classroom. The following questions are an example that you can use to begin your interview and to add your own as well.

1. What does effective teamwork look like between the general education teachers and the special education department?
2. What is needed from the general education teacher to support special education teacher's efforts?
3. How do special education teachers support general ed. teachers?
4. How have you used augmentative technology in your area? If not, why?
5. What routines and procedures do you use for classroom management?
6. How are parents included in their child's education other than IEP meetings?
7. What program/model are being used to meet curriculum.
8. How are special education students' academics assessed?
9. What is the process for identification?

Entries for Course Portfolio Binder

Table of Contents

Course Syllabus

CEC & INTASC Standards

Definition of Special Education (IDEA)

Glossary of Special Education Terminology (Wright's Law Website good source)

Template of IEP /IFSP

Definition of 504 Plan

Reflection/Summaries of Chapters 1,2,4,5,6,7,8,9,10,11,12,13,14

Disabilities Report

Perspective Topic Paper

Special Education Interview/observations

IEP

Revised 7/22/2015

Course Units

WEEK ONE

Understanding Special Education

8/24 Introductions, course members, course, chapter charting

8/26

WEEK TWO

The Personnel and Procedures of Special Education

8/31 Chapter 1 quiz

9/2 Chapter 2 quiz

WEEK THREE

Multicultural and Bilingual Perspectives

9/7 NO CLASS

9/9 Chapter 3 quiz

WEEK FOUR

Collaboration in Special Education

9/14

9/16 Chapter 4 quiz

WEEK FIVE

Students with Learning Disabilities

9/21

9/23 Chapter 5 quiz, **Topic Report Paper (Parent Perspectives) due at 3:00,**

WEEK SIX

Students with Attention Deficit-Hyperactivity Disorder

9/28

9/30 Chapter 6 quiz

WEEK SEVEN

Students with Emotional and Behavioral Disorders

10/5

10/7 Chapter 7 quiz

WEEK EIGHT

10/12 NO CLASS

10/14 MIDTERM EXAM (Questions pulled from Chapters 1 through 7)

WEEK NINE

Students with Intellectual and Developmental Disabilities

10/19

10/21 Chapter 8 quiz

Revised 7/22/2015

WEEK TEN

Students with Speech and Language Disorders

10/26

10/28 Chapter 9 quiz

WEEK ELEVEN

Students with Autism Spectrum Disorders

11/2

11/4 Chapter 10 quiz, **Special Education Interview and classroom visit due at 3:00,**

WEEK TWELVE

Students with Deafness and Hearing Loss

11/9

11/11 NO CLASS **VETERAN'S DAY**

WEEK THIRTEEN

Students with Visual Impairments

11/16 Chapter 11 quiz , Disability Paper, and Board Presentation Due. All written research papers are due. Boards need to be displayed in hallway. You will get your board when your lottery name is pulled up to present in class.

11/18 Chapter 12 quiz Presentation

WEEK FOURTEEN

Students with Physical and Health Disabilities

11/23 Presentation

11/25 Chapter 13 quiz Presentation

WEEK FIFTEEN

Students with Severe and Multiply Disabilities

11/30 Disability Presentation

12/2 Chapter 14 quiz, Disability Presentation

WEEK SIXTEEN

Students Who Are Gifted and Talented

12/7 Disability Presentation

12/9 Chapter 15 quiz, Disability Presentation

WEEK SEVENTEEN

12/14 **Final Disability Presentations and Course portfolio binder**

12/16 **FINAL**

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