



UNITED TRIBES TECHNICAL COLLEGE

EDU 205 Introduction to Exceptional Education Syllabus Spring 2018

Instructor and Class Information

Instructor Name	Lezlie McElwee
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Office Location	Main Education Building 123
Office Hours	Monday, Wednesday, & Friday 1:00 - 5:00 PM
Section Number	A
Start Date	1/9/2018
End Date	5/4/2018
Meeting Times	Tuesday & Thursday 1:00 - 2:20 PM
Location	Main Education Building B03

Course Information

Course Number	EDU 205
Course Title	Introduction to Exceptional Education

Course Description

Trends and issues concerning exceptional education will be explored and discussed. This course presents an overview of learners with exceptional needs. Emphasis will be on characteristics of various exceptionalities, current issues, and the basic principles of the Individuals with Disabilities Act (IDEA). Consideration of cultural diversity, particularly Native American, will be emphasized in the course content.

Total Credits	3.00
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Textbooks

Smith, D. D., Tyler, N. C., Skow, K., & Smith, S. (2017). Introduction to contemporary special education: New Horizons (2nd ed.) . Pearson Education. ISBN 13: 9780134516462.

Course Objectives

1. Identify various exceptionalities and their characteristics.
2. State the principals of the Individuals with Disabilities Education Act.
3. Name the components of an Individual Education Plan (IEP).
4. Evaluate the legal, moral, and ethical issues of educating children with special needs.
5. Create instructional modifications for various exceptionalities.
6. Apply the use of technology through web-based activities.

1.Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

Evaluation Criteria

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system.

The following is a breakdown of percentage points earned:

50% Projects & Assignments 30% Course Participation 20% Tests/Quizzes

Submissions of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3.Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

4. Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

5. Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

6. Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

7. Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the

same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

8. Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

STANDARDS & OUTCOMES

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.5 Professionalism 5c. Collaboration with Families	Self-Reflection Letter	Student's letter to the instructor regarding the course.
Program Outcome 2 Applications of Pedagogy within Learning Environments: To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students	PowerPoint Presentation	PowerPoint Presentations presented in oral and written form which includes information from their colleagues and community resources.

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance.

They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their

Respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Class Schedule

Date/Session	In Class Topic	Assignment/ Project
Week 1	Course Overview Thinking About Exceptionalities Supporting All Learners	Chapters 1: What is inclusion? Intro to IRIS Special Education Laws and History IRIS Module- What do you see? Perceptions of Disability
Week 2	Warm Springs Video	Chapter 1 Movie Review Worksheet Reflection Paper
Week 3	Planning and Services-Special Education Processes	Chapter 2 IRIS Activities
Week 4	IEPS, IFSP's, Partnering with Families, and Introduction to Case Studies	Chapter 3-4 IRIS Activities Examples of IEPS Procedural Safeguards-State and BIA
Week 5	Speech/ Language Impairments and Services	Chapter 5 Recommended Internet Sites Activity IRIS Activities
Week 6	Learning Disabilities And RTI/ Differentiated Instruction	Chapter 6 LD Simulations LD Games- Frustrations/ Reflections
Week 7 Brenda Rhone	Autism Spectrum Disorder	Chapter 13 Autism Modules
Week 8 Brenda Rhone	Autism Spectrum Disorder	Chapter 13 Make and Take- Sensory Activities & PECs

Date/Session	In Class Topic	Assignment/ Project
Week 9 Brenda Rhone	I Am Sam Video Midterm	Video Reflection Questions Acronyms & Definitions Exam
Week 10	SPRING BREAK	NO CLASSES
Week 11	ADHD	Chapter 7 Websites and recommended videos IRIS Module
Week 12	Emotional or Behavioral Disorders	Chapter 8 Case Study Encouraging Appropriate Behavior IRIS Module
Week 13	Intellectual Disabilities	Chapter 9 Handout-Intellectual Disabilities IRIS Module
Week 14	Physical and Health Disabilities	Chapter 10 Common Supports for Students with Disabilities
Week 15	Hard of Hearing and Deafness	Chapter 11 IRIS Module: Accommodating and Serving Students
Week 16	Low Vision and Blindness	Chapter 12 IRIS Module: Accommodating and Serving Students with Visual Impairments
Week 17	FINALS WEEK	Final Project PowerPoint Presentations

Description of Assignments and Rubrics

Quizzes/Exams

Quizzes and exams will be conducted periodically throughout the semester. The majority will consist of short answer, multiple choice, and fill in the blank, and will cover material that we have discussed or read in class. Points will be deducted for tests taken later due to absence by the student. Points deducted will be at the discretion of the instructor.

Project 1: Movie Review

Students will view and discuss a film related to exceptionalism, focusing on the following:

The most noticeable message in the film as it relates to the exceptionalism.

The images and roles of the individuals with disabilities in the film

Your overall impression or assessment:

What did you think?

How did it make you feel?

What did you learn from the movie?

Project 2: Self-Assessment

Submit a reflection paper that states the student's philosophy towards teaching learners with exceptionalities, address ethics, and a summary of the student's prior personal experience with special needs children (Pre-K-12).

Project 3: Power Point Presentation:

Students will conduct an in-depth review of one area of exceptionalism (choose one with which you are not familiar). The team or individual will choose an area, research that area, and develop a PowerPoint presentation, which will present the exceptionalism, causes (genetic or environmental), medical treatments, sources of assistance available and where to find them, impact on families and child care programs as well as the child, and your opinions concerning the information you have gathered for the presentation.

Project 4: Internet Assignment

Students will find 5 professional web sites that are useful to you as a future educator. Find the website, describe the site, tell what is useful for, and give your personal opinion in regards to the site.

Project 5: Self-Reflection Statement

Write a letter to me describing what you have learned in this course and the usefulness of the course to your professional development.