



# EDU 205 Introduction to Exceptional Education

Sandra Starr

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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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.

Credits: 3

## CLASS INFORMATION

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Section Number:

Term: Spring Year: 2025 Start Date: 1/15/2025 End Date: 4/29/2025

Meeting Times: Tues. Thurs. 10:30- 11:50

Delivery Mode: Face to Face

## INSTRUCTOR

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Office Hours:

Mon- 10-12, 2-3; Tues- 2-3; Wed. 10- 12, 2-3; Thurs. 2-3; Fri. 10-12.

## TEXTBOOKS

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Kirk, S., Gallagher, M., Coleman, M. R. (N/A). *Educating Exceptional Children* 15th Edition. Boston, MA: Cengage.

## INSTITUTIONAL LEARNER OUTCOMES

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Communication: Exhibit effective oral and written communication.

Quantitative & Scientific Reasoning: Develop solutions to mathematical and scientific problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

## PROGRAM OUTCOMES

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Recognize diversity in learning and developmental processes.

Identify aspects of a supportive and safe learning environment.

Exhibit the necessary dispositions for success in an educational setting.

## EXTERNAL STANDARDS

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### Council for the Accreditation of Educator Programs (CAEP) Standards

#### Target Standards

##### CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels.

#### InTASC Standards

#### Target Standards

##### InTASC Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### InTASC Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards

### North Dakota Knowledge and Practice Standards for Teachers of Reading

#### Target Standards

##### Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia

2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities including dyslexia and other reading and language disability subtypes.

Level 1- Readings and Lecture

2.4 Understand how reading disabilities vary in presentation and degree.

Level 1- Readings and Lecture

##### Standard 3: Assessment

3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language, professionals, and educational evaluators.

Level 2- Readings, Lecture, Assignment, and/or Evaluation

Standard 4: Structured Literacy Instruction

Substandard A: Essential Principles and Practices of Structured Literacy Instruction

4A.3 Understand the rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Level 1- Readings and Lecture

Substandard G: Written Expression

4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

Level 1- Readings and Lecture

## **North Dakota Program Approval and Teacher Education Standards**

### **Target Standards**

50015 Elementary Education:

#### **STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs**

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

#### **Components**

50015.1b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

#### **STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning**

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

Components

50015.3d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

COURSE OBJECTIVES

- 1. Identify various exceptionalities and their characteristics.
- 2. Create instructional modifications for various exceptionalities.
- 3. Explain the principals of the Individuals with Disabilities Education Act (IDEA).
- 4. Define components of an Individual Education Plan (IEP).
- 5. Evaluate the legal, moral, and ethical issues of educating children with diverse needs.
- 6. Examine various exceptionalities and their characteristics.
- 7. Recognize various assistive technologies and applications available for learners with disabilities.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

Standards/Program Outcomes	Assessment- Portfolio Artifact:
<b>INTASC Standard 2:</b>  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"><li>• Movie Review</li><li>• Self-Assessment</li><li>• Disability PowerPoint Presentation</li><li>• Internet Research Assignment</li><li>• Self- Reflection</li></ul>
<b>PROGRAM OUTCOME 2:</b> Recognize diversity in learning and developmental processes.	
2.1 Identify instructional strategies that promote student learning. 2.2 Explore strategies and resources to support students	

with exceptional needs. 2.3 Explore strategies and resources to support culturally responsive teaching.	

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 practicums 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.

## A. GRADING SCALE

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

## B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

## C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](https://my.uttc.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as “Present”, “Absent-Unexcused”, or “Excused” (college-sanctioned absences).

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## **D. LATE ASSIGNMENT SUBMISSIONS**

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UTTC supports and fosters the student’s responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements. Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

## **E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)**

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Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student’s responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student’s regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

## **F. THUNDER ALERT SYSTEM**

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UTTC’s Thunder Alert System (TAS) is a proactive, communication-driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The Thunder Alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder Alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## G. ACADEMIC HONESTY

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Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

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### ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.
- Generative AI should not:
  - Replace original student work
  - Compromise the evaluation of student learning outcomes
  - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

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## H. STUDENTS WITH DISABILITIES

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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 Support Services 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 at (701) 221-1456 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

## I. TITLE IX STATEMENT

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Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has

resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

## **J. DIVERSITY AND EQUITY STATEMENT**

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United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

### **EQUITY STATEMENT**

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

## **K. TECHNOLOGY REQUIREMENTS**

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To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

## **FACE-TO-FACE**

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### **PARTICIPATION / CLASS ENGAGEMENT**

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

### **CELL PHONES and LAPTOPS**

Cell phones are turned off during class times out of respect for the other students and the instructor. If a 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 the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

### **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.

### **BASIC NEEDS**

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.

## **COURSE CALENDAR**

### **Course Schedule**

<b>Module/Week</b>	<b>Academic Topic Instructional Strategy</b>	<b>Support Materials, Book chapters, etc.</b>	<b>Assessment (Formative – Summative)</b>
<b>1</b> <b>Jan 14 - 17</b>	Course Overview Thinking About	Chapter 1: What is Inclusion?	IRIS module- What do you see? Perceptions of Disability
<b>2</b> <b>Jan 20 - 24</b>	*No School 1/20 MLK Children with Exceptionalities and Their Families	Chapter 1	Chapter 1 Questions Movie Review Worksheet Reflection Paper
<b>3</b> <b>Jan 27 - 31</b>	Children with Exceptionalities and Social Institutions: Government, Court, and the School	Chapter 2 IRIS Activities Examples of IEPs	Chapter 2 Questions Analyze Procedural Safeguards- State and BIE
<b>4</b> <b>Feb 3 - 7</b>	Early Intervention Supports and Services	Chapter 3 IRIS Activities Examples of IEPs Procedural Safeguards - State and BIE	Chapter 3 Questions Analyze Procedural Safeguards- State and BIE
<b>5</b> <b>Feb 10 - 14</b>	Children with Intellectual and Developmental Disabilities	Chapter 4	Chapter 4 Questions Recommended Internet Sites Activity IRIS Module

<b>6</b> <b>Feb. 17 - 21</b>	No School 2/17 President’s Day	Chapter 6	Chapter 6 Questions IRIS Module
	Children with Learning Disabilities		
<b>7</b> <b>Feb 24 – 28</b>	Children with Autism Spectrum Disorder	Chapter 5 Anne Carlson ASD simulations	Chapter 5 Questions Autism Modules Movie Review
<b>8</b> <b>Mar 3 - 7</b>	Midterm Grades Due 3/7	Chapter 5	Chapter 5 Questions Sensory Activities and PECs
	Autism Spectrum Disorder Resources		
Mar 10 - 14 Spring Break – No Classes			
<b>9</b> <b>Mar 17 - 21</b>	Children with Attention Deficit/Hyperactive Disorders (ADD/ADHD)	Chapter 7	Chapter 7 Questions Case Studies Acronyms and Definitions Exam
<b>10</b> <b>Mar 24 - 28</b>	Children with Attention Deficit/Hyperactive Disorders (ADD/ADHD)	Chapter 8	Chapter 8 Questions Case Study Encouraging Appropriate Behavior IRIS Module
<b>11</b> <b>Mar 31 - Apr 4</b>	Children with Communication, Language, and Speech Disorders	Chapter 9	Chapter 9 Questions Assistive Technology Activity Self- Assessment
<b>12</b> <b>APR 7 - 11</b>	Children with Physical, Health Impairments, and Multiple Disabilities	Chapter 13	Chapter 13 Questions Common Supports for Students with Disabilities
<b>13</b> <b>Apr 14 - 18</b>	No School 4/18 Good Friday	Chapter 11	Chapter 11 Questions IRIS Module: Accommodating and Serving Students with Visual Impairments
	Children who are Deaf and Hard of Hearing		
<b>14</b> <b>Apr 21 - 25</b>	Understanding the IEP process	IRIS Module - the Pre- referral process	Focus questions IEP questions
<b>15</b> <b>Apr 28 – May 2</b>	Finals Week		Disability Research Presentation
	Prep for final presentations		
<b>GRADES DUE</b>	May 5, 2025		