

SPRING 2015

SYLLABUS

THE EXCEPTIONAL LEARNER



THURSDAY 7:00-9:45 PM

CRN 10775

ECE K215 T1

CREDITS 3

TRCC ROOM E202

Three Rivers Community College

Norwich, Connecticut 06360

Mark E. Frizzell, Ph.D.

Phone: 376-7645

VOICE MAIL

EMAIL

mfrizzell@griswoldpublicschools.org

Office Hours: by appointment

Course Description:**3 credit hours**

Prerequisite: ENG K101, ECE* K101 and ECE* K182.*

This course provides an overview of the study of the exceptional child with emphasis on the history, laws, concepts, practices and terminology used by professionals in the field within inclusive settings. Causes, characteristics, needs, and implications of the intellectual, physical, and social variations among children are studied. The course considers children who have intellectual, motor and sensory handicaps. Additional topics to be addressed include diversification, multiculturalism and parenting.

Classroom Objectives:**Students will:**

- Acquire an overview of the study of the exceptional child that includes etiology, terminology, laws, concepts and practices.
- Know and understand causes characteristics, needs and implications of a broad spectrum of exceptionalities.
- Understand, respect and support the role of family, culture, and community in the success of exceptional learners.

Key Learning Goals:

Students who successfully complete the course will have demonstrated the ability to:

1. make appropriate career decisions relative to working with the exceptional learner;
2. utilize knowledge that will allow them to develop confidence and the skills necessary to work successfully with the exceptional learner;
3. understand the etiology and social/educational impact of a variety of disabilities (physical, mental, and behavioral) and how they affect the development of the young child; understand the law as it protects children with disabilities and promotes inclusion;
4. implement policies, accommodations, and adaptations in learning and care environments so that children with special needs can be successfully educated with their peers without disabilities;
5. access the range of services available to children with developmental delays and their families;
6. support parents in all aspects of the educational process;
7. understand the importance of implementing programs and activities that are sensitive to diversity in culture, ability, and background;
8. understand, initiate, and facilitate the identification and referral process when appropriate; and facilitate cooperation and transitions of the child between programs and services.

Additional Learning Goals:

1. Identify and discuss multiculturalism, major elements of culture, and the cultural difference theory.
2. Discuss the history of special education and become familiar with essential terms, programs and historical movements.
3. Compare and contrast program models, theories, and philosophies.
4. Experience lectures, demonstrations, and activities that allow the student to experience what it's like to be an exceptional learner.
5. Identify and understand the wide range of exceptionalities outlined in IDEA, including definitions, causes, and prevalence.
6. Understand the roles and responsibilities of support staff and identify related services.
7. Examine and discuss special education law and how it impacts general education, students, staff and the overall learning environment.
8. Relate to the roles, responsibilities, and reactions associated with being the parent of an exceptional child.
9. Demonstrate knowledge gained throughout this course by successfully completing a mid-term and final exam.
10. Develop 5 article abstracts related to a special education topic or exceptionality that is of interest to you.
11. Write a reaction paper on ideas, issues, and information that you encountered during your abstract research. (**ONLINE LEARNING PORTFOLIO**)
12. Develop and maintain a well organized course journal.

METHOD OF EVALUATION:

- 1) Class attendance, participation and individual contribution.
- 2) Short answer, essay and multiple choice examinations.
- 3) Special research projects including abstracts, reaction paper and journal.

COURSE EVALUATION:

A mid-term assessment will be given on topics discussed during weeks **one (1)** through **eight (8)** and is *tentatively* scheduled for **March 12, 2015**. The final exam is not cumulative and will cover the topics addressed during weeks **nine (9)** through **fifteen (16)**. The final exam is tentatively scheduled for **May 014, 2015**. The average of the mid-term and final exam will amount to **40%** of your total grade for the course. The remaining **60%** will be based upon class attendance, participation and research projects.

EVALUATION BREAKDOWN:

1. Mid-Term and Final Exam:	40%
2. Reaction Paper	20%
3. Abstracts	20%
4. Journal\Notebook.	10%
5. Class Attendance/ Participation	10%

TOTAL 100%

Grading System

The following numerical grade system will be used

<u>Grade</u>	<u>Equivalent</u>	<u>Quality Points</u>
A	96-100	4.0
A-	90-95	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F		0.0

ATTENDANCE:

This course is designed in such a way that the student should get more out of the in-class activities than from the text book alone. **Therefore, students who are registered for this course are naturally expected to attend class regularly.** Over the span of the semester I will become familiar with the attendance habits of individual students. Therefore, these habits cannot help but be a factor in my evaluation of class participation and student contribution.

ATTENDANCE GRADING SCALE:

The following scale will be used to calculate your attendance/participation grade. **All** absences will be factored in!

NO ABSENCES = 100
ONE ABSENCE = 96
TWO ABSENCES = 86
THREE ABSENCES= 76
FOUR ABSENCES = 66
FIVE OR MORE = 00

MAKEUPS:

Students are required to take both the mid-term and final exams. However, students who have a legitimate reason for missing an exam will be expected to show mastery of content covered through special arrangements with the instructor. Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements prior to submission

REQUIRED TEXT:

Hallahan, Daniel P., James M. Kauffman, Exceptional Children: Introduction to Special Education, Massachusetts: Allyn and Bacon, 2014

COURSE OUTLINE:

1. *EXCEPTIONALITY AND SPECIAL EDUCATION*
2. *CURRENT ISSUES AND TRENDS*
3. *MULTICULTURAL AND BILINGUAL ASPECTS OF SPECIAL EDUCATION*
4. *MENTAL RETARDATION*
5. *LEARNING DISABILITIES*
6. *EMOTIONAL AND BEHAVIORAL DISORDERS*
7. *AUTISM*
8. *COMMUNICATION DISORDERS*
9. *HEARING IMPAIRMENTS*
10. *VISUAL IMPAIRMENTS*
12. *PHYSICAL DISABILITIES*
13. *GIFTEDNESS*
14. *PARENTS AND FAMILIES*

DIGICATION ONLINE LEARNING PORTFOLIO STATEMENT:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

DISABILITIES AND LEARNING DIFFERENCE STATEMENT:

If you have a hidden or visible disability or learning difference which may require classroom or test-taking modifications, ***please see me as soon as possible***. If you have not already done so, please be sure to register with the Student Development Office.

EARLY WARNING POLICY:

Each student will receive a personal grade sheet and related instructions at the start of the semester. Students will be encouraged to maintain their grade sheets throughout the semester. In addition, I will communicate both verbally and in writing with any student who is in danger of failing due to academic difficulty or poor attendance.

COLLEGE WITHDRAWAL POLICY:

Students have the option of withdrawing from a course prior to the 11th week of class without instructor signature and prior to the 14th week of class with instructor signature. A student must initiate the withdrawal by calling (892-5756) or submitting a withdrawal form to the registrar's office.

Withdrawal forms are available online. In order to verbally withdraw you must know your student identification number or social security number and the course reference number (CRN) or course number and section for identification purposes. A grade of W will appear on the student's transcript after withdrawing from a course. Students who have financial aid or veteran's benefits should contact those offices before withdrawing.

Failure to withdraw may place the student on academic probation and may result in a grade or "F" being assigned. Confirm that your withdrawal from a course has been processed by checking on-line at <http://my.comnet.edu>

ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College.

Definitions of Academic Dishonesty
General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges) Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

