

SPRING 2007

SYLLABUS

THE EXCEPTIONAL LEARNER

THURSDAY 3:30-6:20 PM

CRN 11027

ECE K215 MO1

CREDITS 3

ROOM 111

*Three Rivers Community College
Norwich, Connecticut 06360*

MOHEGAN CAMPUS

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COURSE DESCRIPTION:

3 credit hours

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 include diversification, multiculturalism and parenting will be addressed.

PROCEDURE :

The course is designed to allow the student to participate in the educational process by using a variety of learning techniques and activities. All students will be expected to participate and become a contributing factor to the success of this course.

OBJECTIVES :

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;
4. understand the law as it protects children with disabilities and promotes inclusion;
5. 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;
6. access the range of services available to children with developmental delays and their families;
7. support parents in all aspects of the educational process;
8. understand the importance of implementing programs and activities that are sensitive to diversity in culture, ability, and background;
9. understand, initiate, and facilitate the identification and referral process when appropriate; and facilitate cooperation and transitions of the child between programs and services.

COURSE OUTCOMES :

Upon completion of this course, the student will be able to:

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.
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 exam will be given on topics discussed during weeks **one (1)** through **eight (8)** and is *tentatively* scheduled for **March 22, 2007**. The final exam is not cumulative and will cover the topics addressed during weeks **nine (9)** through **fifteen (15)**. The final exam is tentatively scheduled for **May 10, 2007**. 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 and Participation..... **10%**

TOTAL 100%

GRADING SCALE :

The following is the numerical to letter grade equivalent scale that will be used to calculate your final grade:

A = 93.50	B- = 77.50	D+ = 61.50
A- = 89.50	C+ = 73.50	D = 57.50
B+ = 85.50	C = 69.50	D- = 53.50
B = 81.50	C- = 65.50	F = 49.50

ATTENDANCE GRADING SCALE :

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

NO ABSENCES = 100	THREE ABSENCES = 76
ONE ABSENCE = 96	FOUR ABSENCES = 66
TW0 ABSENCES = 86	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.

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.

REQUIRED TEXT :

Hallahan, Daniel P., James M. Kauffman, Exceptional Children: Introduction to Special Education, Massachusetts: Allyn and Bacon, 2006

COURSE OUTLINE :

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

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 at the Mohegan Campus.

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 may withdraw in writing at the registrar's office, for any reason until the March 30, 2007. A student may withdraw with the signature of the instructor or advisor until April 23, 2007.