

SPRING 2010

SYLLABUS

THE EXCEPTIONAL LEARNER



THURSDAY 3:30-6:20 PM

CRN 10775

ECE K215 T1

CREDITS 3

ROOM E202

Three Rivers Community College

Norwich, Connecticut 06360

Mark E. Frizzell, Ph.D.

Phone: 376-7645

VOICE MAIL

EMAIL

MFRIZZELL@TRCC.Commnet.edu

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.
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 **October 15, 2009**. 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 **December 3, 2009**. 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. ReactionPaper 20%
3. Abstracts **20%**
4. Journal\Notebook. **10%**
5. Class Attendance and Participation..... **10%**

TOTAL
100%

The following numerical grade system will be used

Grade Equivalent Quality Points

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, 2009

1. COURSE OUTLINE:

- 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, Chris Scarborough at 892.5751.

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. [click here](#) 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>

SPRING 2010

- Jan. 18** Martin Luther King Day - **College Closed**
- Jan. 19** New Student Orientation
- Jan. 20** Professional Day
Last Day for Full Tuition Refund
- Jan. 21** **Classes Begin/Late Registration Begins**
Add/Drop Period Begins
- Jan. 28** Instructor Signature Required to Add Classes
- Feb. 3** Last Day of Add/Drop and Partial Tuition Refund
- Feb. 4** **College Professional Day – Classes Not in Session**
- Feb. 15** President's Day Observed – **Classes Not in Session**
- Feb. 18** Last Day to Select Audit Option
- Mar. 7 - 13** Spring Break - **Classes Not in Session**
- Apr. 8** Last Day to Select Pass/Fail Option
Last Day to Submit Incomplete Work from Fall '09 semester and Intersession '10.
- Apr. 2 - 4** Spring Recess – **College Closed**
- May 10** Last Day to Withdraw from Classes
- May 18 - 19** Makeup/Supplemental sessions – **Instructor Discretion**
- May 21** Final Grades Due
- May 27** Student grades available on Web
- May 22** **Commencement**
- May 31** Memorial Day - **College Closed**
- June 15** Last day to apply for Fall Graduation (December '10)