

Cedar Crest College
Education Department
Syllabus- SPE 243- The Exceptional Child
Spring Semester-2010
Wednesdays 7:00-9:30 p.m.
HBB 5
Live and E-Companion Course

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Course Description: This hybrid course is an introduction to the field of special education designed to prepare the prospective teacher to the language and conceptual knowledge of the field. Students will also be introduced to the process of identifying students with exceptionalities who may or may not need special education services.

Course Objectives:

1. The student will develop an understanding of the parameters of exceptionalities that require special education.
2. The student will develop an understanding of laws governing the education of exceptional children and the role of the classroom teacher in meeting the requirements of these laws, including IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973.
3. The student will examine the major principles of IDEA including free appropriate public education (FAPE), least restrictive environment (LRE), and zero reject, nondiscriminatory identification and evaluation, due process safeguards, and parent/student participation and shared decision making.
4. The student will develop a knowledge base about completing an IEP, IFSP, and an ITP for transitioning to adulthood.
5. The student will develop an awareness of the current and future challenges related to special education process.
6. The student will develop an understanding of the processes for providing special education services.
7. The student will develop an understanding of the roles of parents and families in the special education process.
8. The student will develop an understanding of the importance of and process of early intervention in the education of the exceptional child.
9. The student will develop a knowledge base regarding the prevalence, cause, assessment, educational approaches, placements, and alternatives for a variety of disabilities that may require special education services.
10. The student will develop sensitivity to the life experiences and needs of the exceptional child.
11. The student will develop an awareness of the over-representation of culturally and linguistically diverse students as special needs students and the need for assessments that account for possible cultural/language bias.

Outcomes:

1. The student will demonstrate an understanding of the parameters of exceptionalities that require special education and the laws that govern the education of exceptional children (class discussions, tests, projects, and activities). *CCC outcome: Engage in critical analysis and qualitative reasoning; understand and articulate the foundations of his/her own ethics and values, as well as the value system of others; understand and respond to issues of local and national significance.* (Certification Program General Competencies 2,3,7,8)
2. The student will demonstrate an understanding of the current and future challenges related to special education (research articles and tests). *CCC outcome: Understand and respond to issues of local and national significance.* (Certification Program General Competency 10)
3. The student will demonstrate knowledge of the IST and IEP process and the role of the teacher in the process (class discussion, tests and projects). *CCC outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 3,4,5,6)
4. The student will demonstrate knowledge of the processes for providing special education services (class activities, tests). *CCC outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 3,4,5,6)
5. The student will demonstrate an understanding of the role of parents and families in the education of exceptional children (class activities, case study, and children's literature project). *CCC outcome: Understand and articulate the foundations of his/her own ethics and values as well as understanding the value systems of others; engage in critical analysis and qualitative reasoning.* (Certification Program General Competency 10)
6. The student will demonstrate knowledge of the importance of and processes in early intervention (research articles, tests and class activities). *CCC outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 2,3)
7. The student will demonstrate an understanding of a knowledge base of the causes, prevalence, assessments, educational approaches, and placements and alternatives for a variety of disabilities, ADHD, emotional and behavioral disorders, communication disorders, hearing impairment, blindness and low vision, physical and health impairments, traumatic brain injury, autism and severe disabilities, giftedness and talent (class activities, case study, children's literature project, tests and research articles). *CCC outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 2,3,7,8)

Required Text: Heward, William L. (2009). *Exceptional Children: An Introduction to Special Education*. Ninth Edition. Upper Saddle River, NJ: Merrill an imprint of Pearson.

Students with documented learning disabilities who may need academic accommodation should discuss these needs with the professor. Students with disabilities who wish to request accommodations should contact the Advising Center.

Attendance Policy: Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent.

Honor Code: This class will operate under the Honor Code as specified in the CCC Customs Book. A student loses credibility if he/she engages in any behaviors that break this code. Any student documented as cheating on an assignment, plagiarizing, or otherwise breaking the honor code will receive a grade of F for this course.

Classroom Protocol: Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protections for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their education.

*****Use of cell phones, pagers, blackberries, etc. is restricted to break time. Please turn all devices on vibrate during class for e-Campus emergency system only.*****

Required Course Assignments and Assessments:

Test 1- (Feb. 24) Chapters 1-5	25 points
Test 2- (Mar. 24) Chapters 6-9	25 points
Final Exam (Apr. 28) Chapters 10-15	50 points
Education Department Professionalism Rubric	25 points
Journal Article Summaries (due each online session)	250 points

-Students will locate and read a journal article on a specific topic in special education (see below). The article should be research-based and contain more than just a background on the topic. The summary should be one to two pages in length (double-spaced, no larger than 12 pt. font, Times New Roman). A copy of the article will be turned in on the following live class date. **APA style is required.** These summaries will be submitted online via CCC e-companion. They are due no later than midnight on the dates listed below. You will also read and post a response to **at least two** classmates' summaries on e-companion, before the following live class date. (50 points each- first will be a trial run of e-companion—rubric provided)

01/27 Mental Retardation

02/10 Learning Disabilities/Gifted and Talented

02/17 ADHD, Autism, Asperger Syndrome, Emotional Disorders

03/17 Speech Disorders
03/31 Hearing/Vision Disabilities
04/14 Physical Disabilities

Children's Literature Review (due in class Apr. 7) 50 points
-Students will select a children's book concerning a special education topic or concern. Type a brief summary and share the book with the class. In the written summary also discuss how the book may have value within the classroom setting. Please include the APA citing for the book and add the ISBN number. I will compile a class bibliography. (Rubric provided)

Student Profile/Lesson Plans (due in class Apr. 21) 75 points
-Students will create a learner and write a background on the child (age, sex, school history, identified special need or needs, family background). Suggest **five** adaptations/modifications that would help this student succeed in your classroom.
-Then prepare **two original lesson plans** for your child to be used in the regular classroom setting. These lesson plans may not have been used in a previous CCC course or field experience. Use CCC lesson plan format (handout). (Rubric provided)

Final Grade Scale:

500-473 points = A
472-453 points = A-
452-433 points = B+
432-413 points = B*
412-398 points = B-
397-378 points = C+
377-358 points = C
357-338 points = C-
337-318 points = D+
317-298 points = D
Below 298 points = F

*** Note Education/Special Education students must receive a B or higher in this course.**

Class Schedule:

Jan. 20	7-9:30 p.m.	Introduction and Syllabus Chapter 1-The Purpose and Promise of Special Ed. Chapter 2-Planning & Providing Sp. Ed. Services
Jan. 27	Online	Journal Topic- Mental Retardation
Feb. 3	7-9:30 p.m.	Chapters 3- Collaborating with Parents & Families In a Culturally & Linguistically Diverse Society Chapter 4- Intellectual Disabilities Chapter 5- Learning Disabilities
Feb. 10	Online	Journal Topic- Learning Disabilities or Gifted and Talented
Feb. 17	Online	Journal Topic- ADHD, Autism, Asperger Syndrome, Emotional Disorders

Feb. 24	7-9:30 p.m.	Chapter 6-Emotional or Behavioral Disorders Chapter 7-Autism Spectrum Disorders
		Test 1
Mar. 3	7-9:30 p.m.	Chapter 8-Communication Disorders Chapter 9-Deafness and Hearing Loss
Mar. 10		SPRING BREAK-NO CLASS
Mar. 17	Online	Journal Topic- Speech Disorders
Mar. 24	7-9:30 p.m.	Chapter 10-Blindness and Low Vision Chapter 11-Physical Disabilities, Health Impairments, & ADHD
		Test 2
Mar. 31	Online	Journal Topic-Hearing/Vision Impairments
Apr. 7	7-9:30 p.m.	Chapter 12-Low Incidence Disabilities Chapter 13-Giftedness & Talent
		Children's Lit. Presentations
Apr. 14	Online	Journal Topic- Physical Disabilities
Apr. 21	7-9:30 p.m.	Chapter 14-Early Childhood Sp.Ed. Chapter 15-Transitioning to Adulthood
		Student Profile/Lesson Plans Due
Apr. 28	7-9:30 p.m.	Final Exam Ch. 10-15