

Course Syllabus

EDUC 3203

Introduction to the Exceptional Child

Course Description

This course is about the history of educating exceptional children and provides an examination of the special problems confronted in dealing with the gifted, learning disabled, intellectually disabled, emotionally disturbed, or physically handicapped child. Included in this course will be 30 hours of service learning.

Course Prerequisites

There are no prerequisites for this course.

Required Materials

Hallahan, D.P., Kauffman, J.M., & Pullen, P.C. (2014) *Exceptional Learners: Introduction to Special Education* (13th ed.). New Jersey: Pearson, Merrill Prentice Hall. ISBN-10: 0-13-357104-1

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Program Learning Outcomes

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| PLO#1 | Demonstrate knowledge and understanding of young children's characteristics and needs, from birth through age eight; base practices on a sound foundation of child development knowledge. |
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| PLO#2 | Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children; create curriculum and programs that are culturally and developmentally appropriate. |
| PLO#3 | Demonstrate ability to support and engage families and communities through respectful reciprocal relationships; recognize the interaction between individuals, families and various social systems. |
| PLO#4 | Demonstrate ability to involve families and communities in young children's development and learning; engage families in curriculum planning, assessment of children's learning and planning for transitions to new programs. |
| PLO#5 | Embrace the use of assessment, understand the goals, benefits and uses of assessment including its use in development of appropriate goals, curriculum and teaching strategies for young children. |
| PLO#6 | Demonstrate reflecting on own practice to promote positive outcomes for each child; demonstrate use of knowledge gained from reflections of professional practices to make decisions about curriculum, programs and service delivery. |
| PLO#7 | Demonstrate understanding of content knowledge and resources in academic disciplines: language and literacy, the arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety and social studies. |
| PLO#8 | Demonstrate use of appropriate early learning standards and other resources to design, implement and evaluate developmentally meaningful curriculum for each child and implement, analyze and critique early childhood curriculum to ensure positive outcomes for children and families. |
| PLO#9 | Embrace professionalism, identify and involve oneself with the early childhood field to better serve young children and their families; demonstrate professional identification with and leadership skills in the field of early care and education. |
| PLO#10 | Demonstrate knowledge about and upholding of ethical standards and other early childhood professional guidelines; demonstrate use of professional judgement to make decisions based on knowledge of ethical standards. |

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| PLO#11 | Demonstrate use of technology effectively with young children, with peers, and as a professional resource; demonstrate essential communication and professional skills necessary to successfully engage in field experiences. |
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Course Learning Outcomes

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| CLO#1 | Define exceptionality and special education. |
| CLO#2 | Understand the prevalence of exceptional learners and how special education is provided in the schools, including pre-referral intervention, referral, evaluation, identification, and individualized education plan development processes for students with disabilities. |
| CLO#3 | Describe the history of special education, including key federal legislation in special education, especially the Individuals with Disabilities Education Improvement Act, and legal requirements. |
| CLO#4 | Describe definitions, causes, characteristics (i.e., physical, academic, cognitive, social/emotional, and behavioral characteristics), prevalence, and educational implications of various disabilities and describe how medical, cultural, environmental, family, and socioeconomic factors relate to etiology, diagnosis, and treatment. |
| CLO#5 | Gain an appreciation for the challenges experienced by families who have a child with special needs. |
| CLO#6 | Analyze national issues and trends in special education, such as labeling, discipline, nondiscriminatory assessment, ecological assessment, functional assessment, curriculum-based assessment, outcomes- and standards-based education, cultural diversity within special education, service delivery options, collaboration/consultation, technology (ADEPT – APS5), Attention Deficit-Hyperactivity Disorder, transition planning, and world perspective of exceptionalities. |
| CLO#7 | Understand issues related to multiculturalism, including students who have English as a Second or Other Language (ESOL) and identify intervention strategies. |

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| CLO#8 | Describe how teacher attitudes and personal cultural biases and perspectives relate to instruction and affect student learning. |
| CLO#9 | Understand the roles and expectations of regular educators and special educators and the importance of building collaborative relationships among and between professionals. |
| CLO#10 | Identify instructional methodologies that research has supported as effective for many students with exceptionalities. |
| CLO#11 | Identify community, state, and national resources to assist parents and professionals in meeting the unique educational, medical, and emotional needs of their child with special needs. |
| CLO#12 | Write effective lesson plans for instructional purposes with exceptional students. |
| CLO#13 | Communicate effectively through professional writing and oral presentation. |
| CLO#14 | Identify professional literature and materials related to the field of special education. |

Course Learning Assignments and Assessments Grading

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| Discussions | 15% |
| Case Studies | 15% |
| Activities | 20% |
| Service Learning Project | 25% |
| Exams | 25% |

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| Total | 100% |
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Discussion Boards – 15%

Discussions pertaining to reading from the textbook and/or the novel are expected to occur on the specified dates on Canvas. Specific questions/topics will be outlined on the discussion board. You are to make an original comment/provide an original answer, and then comment on at least two of your classmate's posts. This post must be more than an I agree, but should contain thoughtful material and content pertaining to their ideas/thoughts

Case Studies – 15%

Over the course of the semester, you will complete several activities using case studies of individuals with exceptional learning needs. Specific guidelines for each case study are on Canvas.

Activities – 20%

Over the course of the semester, you will complete several activities, including modules from the IRIS center, web-based simulations, article reviews, and an at-home project to complete. Specific guidelines for each activity are on Canvas.

Service Learning Project – 25%

As partial fulfillment of requirements of the EEDA, you will complete a 30 hour service learning project while in this course. Upon completion of the 30 hours, you will upload your service learning project using an electronic format. Documents needed for the service learning project are on Canvas.

Exams – 25%

There will be an exam each week, which covers material from the chapter readings. The exams will be timed and administered on-line, with only one question viewable at a time. Questions will consist of multiple choice and short answer questions.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as "A" through "F" with appropriate plus and minus additions reflecting the following scheme:

| Percentage Value | Letter Grade | Numeric Value for GPA |
|-------------------------|---------------------|------------------------------|
| 96-100 | A | 4.0 |
| 93-96 | A- | 3.7 |
| 90-93 | B+ | 3.4 |
| 87-90 | B | 3.0 |
| 84-87 | B- | 2.7 |
| 81-84 | C+ | 2.4 |
| 78-81 | C | 2.0 |
| 75-78 | C- | 1.7 |
| 73-75 | D+ | 1.4 |
| 70-73 | D | 1.0 |
| <70 | F | 0.0 |

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations \(Links to an external site.\)](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.