TEXT: Exceptional Learners- Introduction to Special Education. 10th Ed. Daniel Hallahan & James Kauffman.2004

Course Description: This course is designed to introduce the student to many types of exceptionalities, which may be encountered in the classroom and within society. It will address an overview of children/adults with exceptional cognitive, physical, social and emotional characteristics; analysis of developmental and educational needs imposed by exceptionality; identification, intervention strategies methods and programs designed to meet their needs, including, but not limited to, children identified as learning disabled; the study of applicable state and federal laws and requirements; as well as current data on causes, characteristics, assessment, intervention, mainstreaming, inclusive programs and innovation.

Expected Learning Outcomes: Upon completion of the course, the student will:
- Demonstrate an understanding of the history and development of special education.
- Identify basic disabilities and key characteristics as they are seen in children and adolescents, birth through 21.
- Gather greater consciousness of the relationships of disabilities and typical child development.
- View the different values and frames of reference involved in society's reaction to disabilities.
- Gather information on the current issues regarding the integration process of individuals with disabilities.
- Become familiar with the impact of exceptionalities on the family system and various approaches to family partnerships.
- To enhance the student's ability to think and act responsibly as citizens in a changing world.

Student Assessment /Evaluation:

Attendance: Attendance (200 points) will count as an additional grade and will be averaged at the end of the term. Each class attendance is worth 10 points. If you miss class 2 or more times, I may withdraw you at my own discretion. Missing class 4 times in a row is an automatic withdrawal. Student withdrawal from the course can be initiated by the student, and receive the approval/signature of the instructor on the withdrawal form. The form may be picked up at the Records office or from the instructor. I start teaching on time. Please, be here on time. Class attendance is VITAL.

Financial Aid Recipients: Any withdrawal can affect financial aid. Students who receive financial aid should see their advisor before withdrawing from a course.

Assignments

1. For each chapter, you need to write 10 important facts from the chapter, 5 questions about the chapter, and 5 vocabulary words. These will be turned in at the end of each class. Also, add one of your questions to discussion board by Wednesday and by Friday answer two other people's questions. The answer should be 4 sentences or more. Anything not turned in on time, cannot be made up. Each chapter is worth 20 points. They
2. Student group project
Partners (2 or 3 students) will be assigned the first week of class. Each group will be assigned a topic and presentation date, of which members of the group will provide a 10-15 minute presentation to the class.

The presentation must include the following:
* After your topic is picked, begin to look up the topic. The topics are general on purpose. Write about what you find that is interesting.
At least one visual aid----hand out ---- poster ---- power point ---- manipulative
One page typed final summary report of presentation---- inclusive of presentation title, members of group, brief summary, and references

*FIELD EXPERIENCE Students will participate in a special education setting or full inclusion classroom for a minimum of 30 hours. All arrangements are made by the student - the Site Information sheet must be provided to the instructor prior to the first day of field experience. The student will complete a journal of their experience inclusive of:
A title page ---- name, course, semester, site, and supervising teacher.
A cover letter------brief description of the site and classroom- grade/ages of children, number of children and adults , purpose of setting( resource, self-contained, etc)
A detailed description of field experience on a daily basis--date each journal entry, include what you did, include what took place around you, environmental aspects , personal inferences, etc.
A final reflective summary -----of the overall experience, all journal information will be kept confidential
Time sheet -------with supervising teacher's signature.

There will be a mid-term that is due on March 10th . Ten points are deducted if late. It is posted on blackboard.

Grades-- See Rubrics attached

90-100 A
80-89 B
70-79 C
60-69 D

Plagiarism/Academic Honesty
Plagiarism is copying the whole, portions or paraphrasing (rewording) of passages or information from any source in any academic exercise( written or oral) with out giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own.

Disability statement:
If you need support or assistance because of a disability, you may be eligible for academic accommodations through the Special Populations office. Stop by the office B-204 or call 224-0284.