

Reflective Teacher



MALONE COLLEGE
EDUCATION DEPARTMENT
COURSE SYLLABUS

Summer 2008

Course Prefix and Number: SPED 543

Course Title: Exceptional Children and Youth

Credit Hours: 3

Meeting Days /Times: Tuesday-Thursday 8:00-12:00

Classroom: Mitchell Hall 301

Course Instructor: Dr. Alice E. Christie

Office: MH 300H

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Course Description: Survey of the characteristics and needs of children and youth with disabilities. Includes etiology, diagnosis, classification, and developmental characteristics of individuals with disabilities.

Textbook: Turnbull, R., Turnbull, A, Shank, M., & Smith, S.J. (2007). *Exceptional lives: Special education in today's schools*. (5th ed.) Columbus, OH: Merrill. ISBN: 0-13-170869-4.

Course Objectives:

The teacher candidate will:

Stewardship (Global Stewardship Objective)

Effectively use all relevant knowledge, experiences, and resources to inform decisions and guide practices that provide the very best learning experience for all children. (Disposition/2)

Philosophy

1. Contrast and compare major philosophies regarding the inclusion of students with disabilities in general education learning environments. (Knowledge/1,3)
2. Develop a personal philosophy of special education and inclusion that includes thoughtful consideration regarding special education and the inclusion of students with disabilities.(Disposition/1)

Knowledge Base

3. Describe different categories of exceptionality including definition, etiology, incidence, and characteristics. (Knowledge/3,4,5/D)*
4. Articulate educational issues regarding students with culturally diverse backgrounds, who are at-risk, who are identified as gifted, and who are served under section 504. (Knowledge/1,3,4,5/D)*
5. Describe various interventions that are commonly used to meet the needs of individual students with varying educational abilities. (Knowledge/4,5,6,7/D)*
6. Identify key components of IDEA legislation and the MFE and IEP processes. (Knowledge/3,4)

Communication

7. Identify ways that assistive technology can aid teachers to implement interventions for students with varying educational abilities. (Knowledge/7/T)*
8. Demonstrate the God given value and dignity of learners with varying abilities by the use of person-first language when referring to individuals with disabilities during classroom discussions, assignments and examinations. (Disposition/1,2,10)

Collaboration

9. Explain the concept of collaboration and its role in best addressing the needs of students with disabilities. (Knowledge/8)
10. Identify the key responsibilities of special education and regular education teachers to students with exceptionalities. (Knowledge/8)

Professional Practice

11. Explain the concept of least restrictive environment as it relates to basic legal foundations and the current models of service delivery for students with disabilities. (Knowledge/1,5,6)
12. Be familiar with and adhere to the CEC Code of Ethics as it applies to the education of students with disabilities. (Skill/ 8,9)

Reflection

13. Reflect on ways that the kingdom of God can be manifested in their classrooms to all learners of varying abilities based on field experiences and classroom content. (Disposition/ 6,10)

* (Domain of learning/candidate proficiency/diversity or technology emphasis.

Course Requirements:

1.	Attendance/Class Participation	20 pts.
2.	4 Journal Article Reviews	40 pts.
3.	Disability Report/Presentation	70 pts.
4.	2 Reaction Papers	20 pts.
5.	2 Field Trips/Reports	20 pts.
6.	3 Interviews	45 pts.
7.	Midterm (Objective—in class)	100 pts.
8.	Final Exam (Take Home)	50 pts.

Course Grades and Grading Scale: The total number of points earned is converted to letter grades using the following scale:

94-100 = A	90-91 = B+	84-85 = B-	78-81 = C
92-93 = A-	86-89 = B	82-83 = C+	77 & below = F

Further information regarding the Evaluation System of the Graduate School of Malone College is found in the *Malone College Graduate Catalog*.

Course Policies:

Standards for Written Work: 1) All written work should reflect the quality expected at the graduate level. All written work is to be typed, single-spaced, using one inch margins and a size 12 font. Do not justify the right margin. Please proofread your work carefully before submission. No paper may contain more than two errors in spelling, basic grammar, punctuation or typing (in any combination) per typed page. Papers not meeting this standard will be returned to the student for correction. The first written assignment may be returned with corrections for full credit. After the first assignment, papers containing errors must be corrected but will not receive full credit. One point will be deducted for every two errors beyond the allowed limit. 2) As you enter the field of special education, you must adopt the appropriate

terminology used when speaking and/or writing about students with disabilities. This includes the use of person-first terminology and other category specific terms used when referring to individuals with disabilities. This terminology will be explained in class and should be used in all of your written work. 3) Written assignments must be submitted on the due date or you will not receive full credit for the assignment. Twenty per cent of the points allotted for the assignment will be deducted for every day the assignment is late.

Attendance and Punctuality: You are expected to be on time and to attend all class sessions. Attendance will be taken at every class to verify class attendance and participation. You are expected to be prepared for class by having read and completed all assignments so that you can participate in a meaningful way in all class discussions and activities. The participation points which will be included in your grade will be based on the instructor's subjective evaluation of your class participation. Inattention in class (e.g., talking, sleeping, reading material not assigned to be read in class, text messaging) will count as an unexcused absence. Absences will affect your grade for participation. If you are absent for any reason, notify the instructor as soon as possible and make arrangements to make up any work that was missed. You are responsible for contacting the instructor and for getting any missed notes or assignments from a classmate. In cases of severe illness or extreme family emergency, this policy may be altered by the instructor to accommodate such exigencies. In order to assure that your grade is not affected by absences, do not schedule any appointments, trips, field experiences or other activities during the time class is scheduled to meet. Students who miss an exam are expected to contact the instructor immediately to make arrangements for a make-up test. An alternate exam will be given, at a time determined by the instructor, which will be worth a maximum of 90% of the points originally allotted to the test.

Professionalism: As future educators it is important that you begin to adopt a professional demeanor in your interactions with others. No hats, caps or sunglasses are to be worn in class. Chewing gum is not allowed in class and unless part of a class activity, no food is to be eaten in class. When interacting with parents and professionals as part of this class, whether in class activities or out of class assignments, you are to dress appropriately and act in a professional manner.

Academic Integrity: Personal integrity is a behavioral expectation for all members of the Malone College community. The *Malone College Graduate School Catalog* and *Malone College Graduate School Student Handbook* contain information on academic integrity and violations of this policy which include, but are not limited to, plagiarism and academic misconduct. You are responsible for reading and abiding by these guidelines.

Communication: At times it becomes necessary to communicate with class members between class meetings. On these occasions your Malone College email address will be used. If you do not access that email account on a regular basis, you are advised to have messages from your Malone email address forwarded to the account you do access on a regular basis.

Very Tentative Class Schedule:

Class 1 Introductions; Syllabus; Definitions; History of Special Education; Special Education Legislation

Class 2 Chapter 1—Overview of Today's Special Education; Chapter 2--Universal Design & Inclusion

Class 3 Chapter 3--Diversity; Chapter 4 Family Partnerships; article review #1 due

Class 4 Chapter 5--Learning Disabilities; Chapter 9--Mental Retardation; article review #2 due

Class 5 Parent Panel; Review; article review #3 due; reaction paper #1 due

Class 6 Midterm; Chapter 7—Emotional Disorders

Class 7 Exceptionality Presentations as assigned; article review #4 due; reaction paper #2 due

Class 8 Exceptionality Presentations as assigned; Take Home Final due; Field Trip Reports due; Interviews due