

Psychology of the Exceptional Child
 15.293.525:90-Syllabus
 3 Credits
 On-line Section-Spring 2017

Instructor: Dr. Alyce Hunter	Email: alyceannhu@gmail.com
Phone Number: 908-892-2840	
Office Hours: Available by phone	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online (http://eCollege.rutgers.edu) <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: Not required but if needed contact Marie Pavelchak 848-932-0814 or marie.pavelchak@gse.rutgers.edu

Learning goals:

Upon completion of this course, candidates can expect to:

1. Identify and describe the historical milestones, legal basis, and current issues in educational programs for students with exceptionalities;
2. Understand key controversial issues in current special education policy and practice, including LD identification, RTI, and disproportionality;
3. Identify the psychological and educational characteristics of students with mild to moderate disabilities (e.g., learning disabilities, emotional and behavioral disabilities, cognitive impairments, speech and language impairments);
4. Identify the psychological and educational characteristics of students with moderate to severe disabilities (e.g., sensory impairments, autism, traumatic brain injury, multiple handicaps);
5. Identify the psychological and educational characteristics of students with giftedness
6. Identify the characteristics and effects of the cultural and environmental influences on a child and family including cultural and linguistic diversity, socioeconomic status, abuse/neglect, and substance abuse;
7. Describe the differential characteristics of individual students with disabilities including level of severity and multiple exceptionalities across the lifespan;

8. Articulate the continuum of educational placements for students with exceptionalities and the benefits and drawbacks of each;
9. Identify the impact of exceptionality on the family;
10. Be familiar with agencies, professional organizations, and related Web resources for information relevant to support of special education students.
11. Be familiar with national advocacy groups addressing needs of students at risk for, or with disabilities, as well as resources, processes, and means to help these students address social and institutional barriers that impede equal access to services and supports that facilitate success in school, home, and the community.
12. Understand the current status of evidence-based research and practice standards in special education

2014 NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

	Standard	Description	Course Objective Alignment	
	1.Learner Development	The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	3, 4, 5	
	2.Learning Differences	The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.	6, 7	
	3.Learning Environments	The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.	8	
	4.Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.	1	

	5. Innovative Applications of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.		
	6. Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.	2	
	7. Planning for Instruction	The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous	12	
		learning goals.		
	8. Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.	12	
	9. Reflection & Continuous Growth	The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.		
	10. Collaboration	The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.	9, 10, 11	

Course catalog description:

This course develops foundational knowledge in the characteristics, identification, educational needs, and development of students with exceptionalities with specific focus on students with disabilities. Content includes the influence of exceptionalities on the cognitive, educational, communication, motor, and social development of individuals with disabilities and other exceptionalities. The legal and ethical basis for comprehensive programs for exceptional children and adults is discussed.

Class materials/ Textbooks:

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education (13th Ed.)*. Boston: Allyn and Bacon. (Referred to as **HKP** in reading assignments)

Mooney, J. (2007). *The short bus*. New York: Henry Holt and Company.

Other description of course purposes, context, methods, etc:

The course includes substantial weekly readings, weekly responses submitted through drop box, discussions in the on-line discussion tool, a three part journal assignment, two major papers, a midterm and a final.

Professional Demeanor

Communication

Prompt and effective communication is essential to the learning and teaching process. The eCollege computer network will be employed in this course to:

Discuss, evaluate, and summarize content and context of reading assignments;

Share resources, ideas, and make suggestions; and

Discuss and clarify class activities.

Code of Ethics

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Plagiarism or violations of copyright policies are a form of academic dishonesty and are treated as ethics violations. The University Code of Student Conduct covers student rights and responsibilities, student complaint procedures, student misconduct, student disciplinary procedures, and other related information.

The Rutgers University Code of Student Conduct can be accessed at: <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

For information on the Rutgers University academic integrity policy, please go to: <http://studentconduct.rutgers.edu/academic-integrity>

Related policies and procedures may also be found in the Rutgers Graduate School of Education Catalog: http://catalogs.rutgers.edu/generated/gse_current/pg32.html

For any and all assignments and class activities, including quizzes, tests, papers, projects, PowerPoints, and any other class related work, **no copying of any kind is allowed**, unless copied text is placed within quotations and the author/source is appropriately cited. Excessive use of quoted material in essay assignments, quizzes, and tests is strongly discouraged, and this will tend to result in lower grades as candidates need to express themselves using their own language. Clear evidence of

extensive plagiarism will likely result in a grade of F for the assignment AND the course.

Mid-term and final are open-note, open-book, and open-resource. Again, sources of information must be cited in any essay-type responses.

Equity and Inclusion

All written, graphic, and aural communications must conform to guidelines for non-sexist and non-racist language. Consult the most recent edition of a professional style guide for specific guidelines such as the *Publication Manual of the American Psychological Association* (6th Ed.).

As current and future teaching and allied field professionals, students are expected to present themselves and act in the asynchronous learning environment as they would in a professional meeting in the school district where they work. This applies to several dimensions of professional conduct:

- Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.
- Except where otherwise customary (e.g., deaf community terminology), students are expected to use *person-first* language when speaking of students with disabilities (e.g., *student with a learning disability*, **NOT**, *LD student*), and never use demeaning terms such as *retard*. Students should avoid terminology that objectifies human beings as “things” of pity, such as, *wheelchair bound*, *confined to a wheelchair*, or *suffers a disability*.

Grading policy:

All assignments are expected on time. Late assignments will receive a reduced grade, generally the equivalent of 10% of the total possible project grade per day late (or part thereof). Students with bona fide emergencies should contact the instructor as soon as possible to discuss special arrangements in order to avoid grade penalties. The instructor will work constructively and collaboratively with students who communicate early regarding special problems completing assignments on time but will not be supportive of last minute requests for extensions on project due dates. **No late submissions for the final exam will be accepted.** The professor reserves the right to ask a student to resubmit work or to give a lower grade for work that is not in proper format or does not conform to the rules and requirements of Standard English. Rules of grammar, usage, and mechanics must be followed. Graduate level work and writing are required.

COURSE GRADING PLAN

1. Weekly responses to assignments- 10 weeks x 10 points each week= 100 points (yes, I know there are 15 weeks to the course- details will be contained in lessons)
2. Midterm: 50 points
3. Final: 50 points
4. Journal responses to assigned book: 3 assignments x33.33=100 points
5. Paper 1-Interview: 100 points
6. Paper 2-Movie review: 100 points

Course Grades: (out of 500 possible points)

GRADE	PERCENT	POINTS
A	93.00 – 100.0 %	Point totals will be converted to percentages. Any mid-course modification of course assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.
B+	87.00 – 92.99 %	
B	81.00 – 86.99 %	
C+	77.00 – 80.99 %	
C	70.00 – 76.99 %	
F	Under 70 %	

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this

letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

SCHEDULE OF WEEKLY READINGS AND CONTENT COVERAGE

Students are expected to keep pace with the posted schedule of readings, discussions, and assignments. Essential questions listed below are the objectives for each lesson. This strategy follows the work of Wiggins which purports that questioning is essential to learning.

Session	Date	Essential Questions	Assignments
1	1/19	What is required for success in our course? What is exceptionality? What are the reasons for optimism regarding exceptionality and special education?	HKP Chapter 1
2	1/26	What are current practices in collaboration and universal design? What impact do standards-based education and standardized testing have on special education?	HKP Chapter 2 Assignment due from lesson 1 9/8
3	2/2	What are the important issues concerning multicultural and bilingual special education? What are the best ways for families to be involved with treatment and education?	HKP Chapters 3 and 4 Assignment due from lesson 2 9/15
4	2/9	What are the psychological and behavioral characteristics of learners with intellectual disabilities? What should educators consider with respect to early intervention and transition to adulthood for learners with intellectual disabilities? What are the psychological and behavioral characteristics of learners with learning disabilities? What should educators consider	HKP Chapters 5 and 6 Assignment due from lesson 3 9/22

		with respect to early intervention and transition to adulthood for learners with learning disabilities?	
5	2/16	<p>What are the psychological and behavioral characteristics of learners with ADHD?</p> <p>What should educators consider with respect to early intervention and transition to adulthood for learners with ADHD?</p> <p>What are the psychological and behavioral characteristics of learners with autism?</p> <p>What should educators consider with respect to early intervention and transition to adulthood for learners with autism?</p>	<p>HKP Chapters 7 and 9</p> <p>Assignment due from lesson 4 9/29</p> <p>First journal assignment due</p>
6	2/23	What have we learned in our course?	Midterm due
7	3/2	<p>What is the definition of emotional or behavioral disorder?</p> <p>What are the major educational considerations regarding emotional or behavioral disorders?</p>	<p>HKP Chapter 8</p> <p>Assignment due from lesson 5 10/6</p>
8	3/9	<p>How are communication disorders defined?</p> <p>What should educators consider with respect to early</p>	<p>HKP Chapters 10 and 11</p> <p>Assignment due from lesson 7 10/20</p>

		<p>intervention and transition to adulthood for learners with communication disorders?</p> <p>How do professionals define and classify individuals who are deaf or hard of hearing?</p> <p>What should educators consider with respect to early intervention and transition to adulthood for learners with hearing impairments?</p>	
9	3/23	What have we learned from practitioners?	<p>Paper one due</p> <p>Second journal assignment due</p>
10	3/30	<p>How do professionals define and classify learners with blindness and low vision?</p> <p>What should educators consider with respect to early intervention and transition to adulthood for learners with visual impairments?</p> <p>What is the definition of low-incidence and multiple and severe disabilities?</p> <p>What is traumatic brain injury and how does it affect education?</p>	<p>HKP Chapters 12 and 13</p> <p>Assignment due from lesson 8 10/27</p>
11	4/6	<p>How are physical disabilities defined and classified?</p> <p>What should educators consider with respect to early intervention and transition to</p>	<p>HKP Chapter 14</p> <p>Assignment due from lesson 10 11/10</p>

		adulthood for learners with physical disabilities?	
12	4/13	How is giftedness defined? What should educators consider with respect to early intervention and transition to adulthood for learners with special gifts and talents?	HKP Chapter 15 Assignment due from lesson 11 11/17
13	4/20	How does the media present exceptional learners?	Paper two due
14	4/27	What have we learned in our course?	Final journal assignment due
15	5/4	What will I remember from our course?	Final exam due

HOW TO SUCCEED IN THIS ON-LINE COURSE:

Welcome to a most exciting adventure—our on-line course –

Here are some of the ideas and tips that I have to offer to you to help you embark and succeed on this on-line adventure:

- 1) Students report to me that in an on-line course they have to be able to interact with others in multiple ways and this requires more time, dedication, and time-management than does a traditional face-to-face class.
- 2) In an on-line course, reading and writing are more important than in a traditional class. You have to be able to read and understand the writing of others—your instructor and your fellow learners. You must be able to comprehend written directions so that you can complete assignments. You need to be able to compose clear questions to your instructor when you are confused or need clarification. As for your own writing, you need to answer questions completely and concisely with attention paid to spelling and grammar.
- 3) You need to be comfortable working with a computer and using the Internet. You need to know how to log into the course, send responses to your professor, work in on-line groups, and respond in the discussion board format.

4) You need to be able to manage your time well so that assignments are emailed to your professor on time and that you collaborate with your peers so that group assignments can be handed in when they are due. You should expect to login to the course at least three times a week and spend at least two to three hours doing your on-line lessons.

5) An on-line course places significantly less emphasis on lecturing by the professor. You are required to be a more critical and creative thinker who can make personal “sense” of what you are to do to succeed in this course.

Checklist for On-Line Course Success

- Keep up with all deadlines—on-line class and required graded assignments. Work can be turned in through the course drop box or emailed to me directly.
- Learn the on-line Rutgers course system during the first week of the class.
- Log into the course frequently.
- Discover when and where you work best on-line. Create a schedule for yourself.
- Be patient with yourself, your computer, and the Internet
- Download and print documents/lessons you want to study or consider in depth.
- Save your work in more than one place.
- Find a friend or buddy who can help you achieve.
- Work hard.
- ASK QUESTIONS—of each other and of me. I LOVE to hear from you and no question or comment is insignificant to me. So please interact with me through my email or phone numbers. Or even stop in to see me if you feel comfortable. I live in Hunterdon County.
- Enjoy!

Ethics for Our On-line Course

The same standards of conduct and courtesy apply on-line as in a regular classroom. However, it is important to remember that you must pay even more attention to these standards when you study and learn on-line. Here are some suggestions:

1. Participate and share.
2. Think BEFORE you hit SEND. How will the person reading this message interpret it? No one can see your smile if you are being sarcastic! No one can read what you don't write. So be sure to explain fully what you mean.
3. I always hope that I don't really need to include this but please, please remember to be kind and polite to each other and to me. Derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action as they would have if they occurred in a traditional classroom.
4. Ask questions and respond to others so that we can help each other learn and grow as teachers and people.