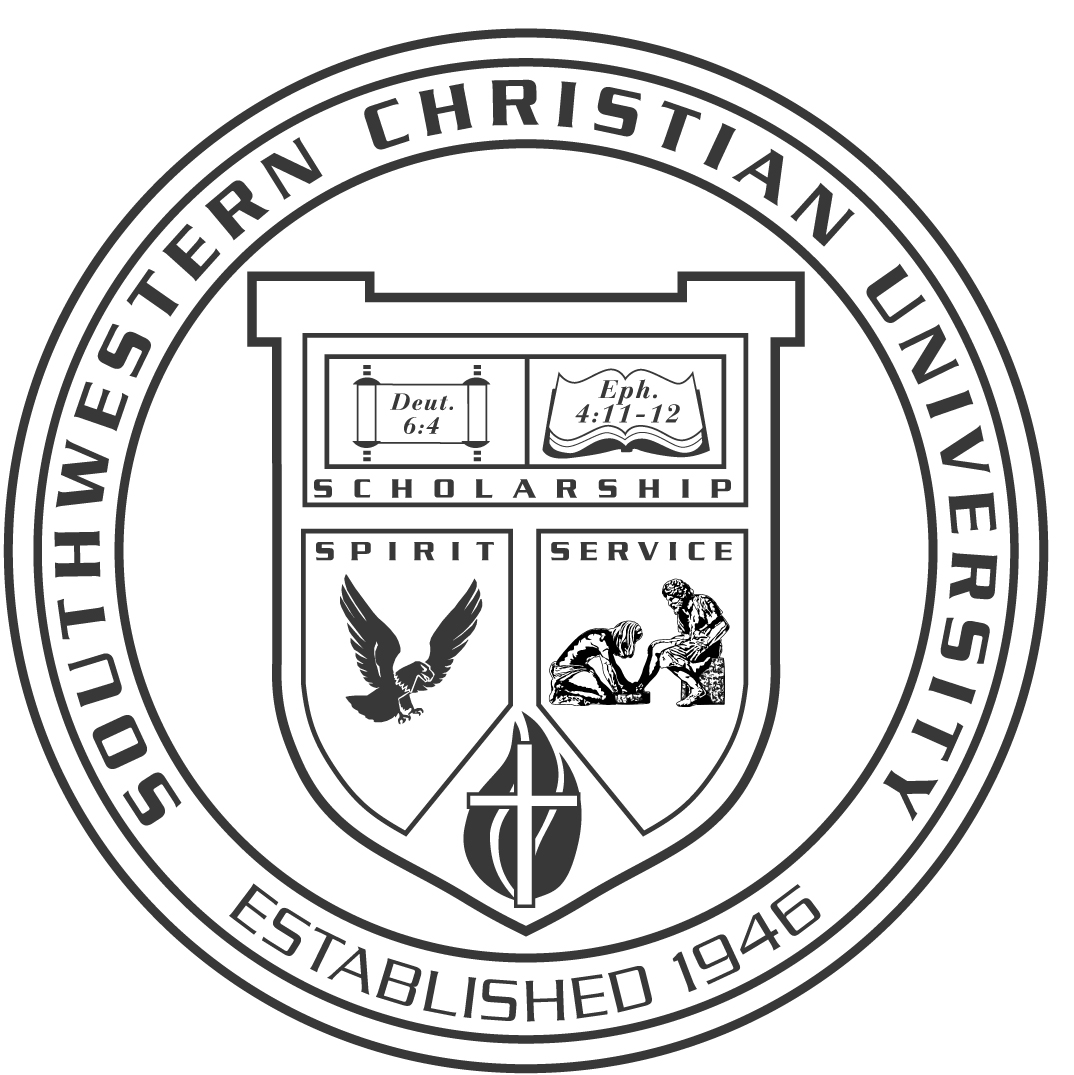
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| **PSYC 3243 Psychology of the Exceptional Child** | |
| **Semester/Credit Hours:**  **SPRING 2014 / 3 CREDITS** | **Class Time: 9:15**  **Classroom:** |



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| **Professor:** Sharon “Sherry” Bynum, M.Ed., LPC, LADC, NCGC-II  **Office & Phone:** Use e-mail  **Office Hours:**  **Email Address:** sharon.bynum@swcu.edu |

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| **Course Description** Cover the realistic and fundamental approach to the needs and special interests of exceptional children. The course will especially benefit the student preparing to work in the field of education. Prerequisite: Psyc 1113 |
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| **Required Texts, Materials, & Resources** |
| Textbook: Exceptional Lives: Special Education in Today’s Schools (7th Edition) {paperback}  Author: Ann Turnbull, H. Rutherford Turnbull, Michael L. Wehmeyer, Karrie A. Shogren  ISBN-13: 978-0132821773 Edition 7 |

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| **Student Learning Outcomes** |
| As a result of this course, students will be able to:   1. Acquire an overview of the History of Special Education and the progress we have made in meeting the needs of the exceptional child in the school setting today through General Curriculum, Universal Design for Learning and Inclusion. 2. Students will gain information and the importance of understanding Multicultural, Bilingual, and Diverse populations and their needs. 3. Students will understand the following: Students with Learning Disabilities, Communication Disorders, Emotional and Behavioral disorders, Students with Attention Deficit/Hyperactivity Disorder, understanding students with Intellectual Disabilities, and students with Severe Multiple Disabilities, students with Autism, and students with Physical Disabilities and Other Health Impairments, Traumatic Brain Injury, students with hearing and visual loss, and understand students who are Gifted and Talented. 4. It is important that students understand the importance of Today’s Families and Their Partnerships. |

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| **Learning Activities** |
| *Teacher-Directed Activities:* The professor will provide learning through lectures, quizzes, exams, in-class discussions. The professor will also recommend assistance programs provided on campus (i.e., writing lab) when it will be helpful to the student.  *Student-Directed Activities:* Students will achieve outcomes through reading the material, study of a real-life society with final submission of a project paper, and in-class discussion on the chapter and case studies. Students will follow through by accessing various assistance programs provided on campus (i.e., writing lab) as recommended by the professor. |

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| **Instructional Strategies and Teaching Philosophy** |
| Instruction will occur through lectures, videos, on-line activities, in-class activities, and assigned readings and interviews. In order for students to succeed, they must actively participate in class discussions, read assigned material, on-line and in-class activities, and complete the readings before class. As student participation is a part of the overall grade, students must attend class. Further, students should complete assignments as instructed and submit assignments on-time. |

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| **Student Responsibilities** |
| To create a learning environment that will maximize the educational experience, please keep all conversations about non-course issues to a minimum. Please turn off or silence all cell phones, unless we are using the technology in class as an assignment. Students who insist on texting or otherwise distracting other students or the instructor will be asked to leave and will not receive participation credit for that day. To allow for all students to participate in class discussion, please refrain from monopolizing the discussion time. It is also necessary that all students treat each other and the instructor with respect. Any comments that may be interpreted as derogatory or disrespectful will not be tolerated and will be dealt with as deemed appropriate by the professor.  All homework assignments are expected to be completed before class and are due at the beginning of the class. Assignments turned in after this time will be deemed late and will be worth 80% credit of the original grade. Assignments will not be accepted after the beginning of the next class period and will receive a zero (0). If a student will be absent for any reason, including a sporting or other extracurricular event, the assignment is still **due on the due date** and will receive a 20% deduction if turned in late. |

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| **Attendance Policy** |
| It is to the student’s personal advantage to be involved in every class session of each course. The interaction of the professor and student is of vital importance in the learning process. Each student is expected to attend all classes regularly and to be punctual. Since there are no official “cuts” from classes, any absence may adversely impact the student’s grade as determined by the professor. It is the student’s responsibility to notify the professor of his/her absence. If a student has more than **five (5)** unexcused absences from a class or more than **ten (10)** total absences from the course (including official absences), that student will automatically receive a failing grade in that course.  Two tardies in a class are equal to one absence. Each tardy beyond four will be counted as an absence. **Students who arrive more than 10 minutes after the official starting time of the class will be considered absent.** |

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| **Assignment and Grading Policies and Evaluation Criteria** | |
| All homework assignments are expected to be completed before class and are due at the beginning of the class. Assignments turned in after this time will be deemed late and with be worth 80% credit of the original grade. Assignments will not be accepted after the beginning of the next class period and will receive a zero (0). If a student will be absent for any reason, including a sporting or other extracurricular event, the assignment is still **due on the due date** and will receive a 20% deduction if turned in late.   1. **Class Assignments, Quizzes, Chapter Summaries, Article Reviews, and Group Work/Presentations**   The primary method of classroom instruction will be lectures and class discussions over each chapter. Course material will be taught through technology (power point and on-line media), videos, role play, group work and lectures. Participation in class assignments, quizzes, chapter summaries, article reviews, group work/presentations and class discussions will make up 25% of the overall grade. Students will need to take notes and be prepared to complete random short assignments, which may not be listed in the syllabus, in order to enhance the learning experience. Each of these assignments range in point value from 10 – 25 points.  If the class is cancelled due to weather, etc., there will be five questions related to the chapter under study for that day. These questions will be found under **“Course Documents”** and labeled **“Questions Due for Class Session (date**).” All questions should be answered and submitted via e-mail to the instructor no later than 24 hours after the time for the class. For example, if the class time was set for Monday at 9:25AM, the response to the questions is due no later than Tuesday at 9:25 AM. If the student does not respond to these questions, he/she will receive a zero (0) class participation for that day.  If the student must be absent for a school sponsored event, it is the **student’s responsibility** to notify the professor **before** that date and questions will be posted in the same manner as if the class was cancelled. Students should not rely on the coach or administration to notify the professor. Students should respond in the same way as if a class had been cancelled. If the student does not respond within 24 hours of the class the student will receive a zero for the class assignment without possibility of any make-up.   1. **Exams**   There will be four exams in this course. The combined exams make up 25% of the total grade. Make-up exams will be given only in **rare** circumstances. To qualify for a make-up exam, you must notify the professor **before the regularly scheduled exam** is given. The professor’s contact information is at the top of the syllabus. There must be serious extenuating circumstances (as determined by the professor) to miss an exam. Each exam accounts for 100 points, @ 4 exams there are 400 points possible.  If a student must be absent due to a school sponsored event, the **exam must be taken before** the student leaves for the event. It is up to the student to make these arrangements with the professor. If the class is officially cancelled by the school, the exam will be given the next class session.   1. **Special Projects Class Presentations**   There will be several opportunities for students to present in class, but one major assignment will be the final presentation. The presentation will be an opportunity for students to demonstrate knowledge and understanding of the course objectives and their research topic. This presentation is worth 100 points.  **Research Paper**  The requirements for the research paper are found in the appendix of this syllabus and are based on the course level of the class. Please review the requirements with your professor. Discuss whether an article with an empirical study is required. Remember that proper documentation is necessary when using information from an article. Whenever possible, avoid using quotes and paraphrase. If a student copies and pastes information from an article or someone’s research paper, this is plagiarism and will result in the consequences for plagiarism. This research paper is worth 200 points.   1. **Extracurricular Assignments**   Several events occur during the academic year and are beneficial for students to attend. The Cultural Dinner, History & Christian Thought Forum, and Community Service are some of these events. These assignments make up 25% of the overall grade. The History & Christian Thought Forum and completing 4 hours of community service are mandatory for all students enrolled in this class this semester. Additional assignments are necessary for each extracurricular event. The assignments are as follows:   * History & Christian Thought Forum * A 2 page reflection paper is due the following class period. The paper should include the following: a) an introduction, b) discussion about the forum, and c) specific integration of faith and learning including one or more Scripture references * 4 Community Service Events * A 1 page reflection paper is due for each community service event. The first 2 events must be completed by the mid-term. The second 2 events are due prior to the last official day of class. This paper should include the following: a) an introduction, b) discussion about the event, and c) specific opportunities of faith and learning including one or more Scripture references. | |
| **Extra Credit Policy** | There is no policy on extra credit. Students must complete all scheduled assignment in a timely manner. |

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| **Grading** | **Points Possible** |  |
| Class Assignments: In class assignments, notes, quizzes, chapter summaries, article reviews, group work, and classroom presentations. | 200 | 25% |
| Exams (100 points each) | 400 | 25% |
| Special Projects: Final research paper and final research  paper presentations | 300 | 25% |
| Extracurricular Activities: History &Christian Thought Forum, Forum reflections paper, 4 Community Services Events, and 4 Community Services Event Reflection Papers (100 points ea.) | 300 | 25% |
| **Total** | 1200 points | **100%** |
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| A | 90-100% | C | 70-79% | F | 0-59% |
| B | 80-89% | D | 60-69% |  |  |

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| **Academic Integrity, Honesty, and Responsibility** |
| The student is expected to commit herself/himself to the highest level of academic integrity when involved in and fulfilling requirements for this course. Academic dishonesty on any level and of any form will not be tolerated. This applies not only to active involvement but also to passive knowledge.  Any student involved in academic dishonesty will be dropped from the course and assigned a grade of “F” for the course. Furthermore, academic dishonesty may result in the dismissal or expulsion of the student from the program and/or the university |

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| **Integration of Faith and Learning** |
| “*The logic and knowledge from every discipline is built upon a set of presuppositions. All such*  *presuppositions must be examined and informed by the truth derived from the revealed Word of*  *God and Christian thinking founded on a Christocentric epistemology, so as to create a coherent*  *body of knowledge, i.e., faith informs all of learning’s presuppositional thinking” (Wenyika, 2009).*  *Key Biblical Texts: Romans 12:1-2 and Colossians 1:17.* |

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| **ADA Compliance** |
| Students who claim a learning or physical disability must self-identify and provide documentation of their disability. Notify the instructor of your special needs so that appropriate accommodations may be arranged.  Documentation provided to the University of any disability must be less than three years old and must contain specific recommendations for accommodation appropriate to the diagnosed disability. Documentation must be provided by a licensed professional in the area of the claimed disability. Based on such documentation the student will be advised of any program modifications and accommodations. |

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| **Inclement Weather Policy** |
| The Provost and Vice-President for Academic Affairs (PVPAA) and the President make the decision to cancel classes in the event of inclement weather. The PVPAA will contact the three (3) major local news stations and will also post the information on the university’s website.  In case of a tornado warning (the Bethany siren is audible on campus) all classrooms are to be evacuated and students moved to the Library. Classes may resume following the ‘all clear’ siren. |

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| **Protocol for Student Complaint** |
| Southwestern Christian University’s policy is that if a student has an issue or complaint concerning any instructor or course, the student should first speak with the instructor. If after speaking with the professor, the issue is unresolved; the student may then carry the complaint further or formalize the complaint by writing to their department chair, dean or the Provost. **Formal complaints must be done in writing.** |

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| **Right of Revision** |
| Southwestern Christian University and the instructor reserve the right to change the syllabus. In the event of any necessary revision of this syllabus, the student will be informed both verbally in class, and in writing well in advance and in class in writing. |

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| **End of Instruction Course Evaluations** |
| At the end every course, all students are expected to participate in the course evaluation survey. This gives each student an opportunity to provide feedback regarding both positive and negative aspects of the course. Specific, authentic, and constructive feedback is encouraged in order to enhance our ability to provide classes and programs that are academically strong and relevant. |

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| **Course Calendar: SYLLABUS FOR PSYC 3243 REVISED** | | | |
| **Week/Dates** | | **Class Topic** | **Homework/Assignments** |
| T, Jan 14 | | Introduction students and course.  \*Since syllabus needed to be revised, briefly reviewed course expectations and will have new plagiarism paper signed. | Read chapter:1 Contact 1 special education teacher who has taught a minimum of ten years and ask what if any changes have occurred in his/her field of special education. Be able to discuss field and changes he/she has seen. Teacher’s opinion: are the changes good or bad and reason for opinion. Write interview responses and turn in and be prepared to discuss on 1/16. |
| Th, Jan 16 | | Ch. 1: Overview of History and Today’s Special Educ.: *Discuss and process terminology in chapter 2.*  *Have you observed any differences from when you were in elementary school and children today?* | Read Chapter 2  Be knowledgeable of terminology in ch. 2 |
| T, Jan 21 | | Ch. 2: ***Will Try to RESCHEDULE***  **Guest Speaker: Virginia Blockcolski, Retired Educator:** Ensuring Progress in the General Curriculum: Universal Design for Learning and Inclusion *Discuss and process terminology in chapter 2.*  *Have you observed any differences from when you were in elementary school and children today?* ***BEGAN DISCUSSION ON CH.2 SINCE SPEAKER WILL NEED TO BE RESCHEDULED*** | Continue Chapter 2 |
| Th, Jan. 23 | | Ch. 2: Discuss group activity | Read chapter 3 |
| T, Jan. 28 | Discuss Chapter 3: Today’s Multicultural, Bilingual, and Diverse Schools  Had students call schools and ask about ESL/ELL programs. | Read Chapter 4. Using information from Chapter 4, students will be prepared to work with a team in class.  Article Review #1 Due Feb. 4 |
| Th, Jan. 30 | Discuss Ch. 4 and Group Activity: Today’s Families and Their Partnerships with Professionals. *Each team will be given a scenario involving a special needs child/ special needs class/ or a regular classroom with special needs children. The team’s task will be to develop a plan on how you as a professional will develop a partnership. Each team will share its plan with their fellow class members.* | Review chapters 1-4 for first exam on Feb. 4.  Remember Community Service Requirements  Due February 18 |
| T Feb 4 | Article Review #1 Due  Exam 1 on Chapters 1, 2, 3, and 4 | Read Chapter 5 |
| Th, Feb. 6 | Discuss Ch. 5 and activity: Understanding Students with Learning Disabilities: | Read Chapters 6 and 7 |
| T, Feb. 11 | Understanding Students with Emotional and Behavioral Disorders**: Guest Speaker: Dr. Andrew Glen, Professor at OCU** | Continue Chapters 6 and 7 |
| Th, Feb. 13 | Discuss: Chapters 6 and 7 | Be prepared to ask guest speaker questions. Article Review #2 due Feb.25 |
| T, Feb. 18 | Guest Speaker: **Guest Speaker: Debra Conley, LPC, McClain Mult-County, Former CO-OP School Psychologist** Will provide lesson on evaluation process and explanation of how students qualify for special programs. | Read Chapter 8  Community Service Events Report Due today. |
| Th, Feb. 20 | Discuss Chapter 8: Understanding Students with Attention Deficit/Hyperactivity Disorder Understanding Students with Intellectual Disabilities | Review for Exam 2: Chapters 5,6,7, and 8 |
| T, Feb 25 | Exam #2 | Read Chapter 9 Article #2 due |
| Th, Feb 27 | Discuss Chapter 9: Understanding Students with Intellectual Disabilities  Article 2 Due | Read Chapter 10 Interview a special education teacher who teaches students who have been diagnosed with severe and multiple disabilities. Be prepared to share interview with class and turn in. Be sure to ask about inclusion. Article Review #3 due March 6. |
| T, Mar 4 | Discuss: Understanding Students with Severe and Multiple Disabilities: share interview and turn in after sharing. | Read Chapters 11 and 12  See below. |
| Th, Mar 6 | Understanding Students with Autism: **Guest Speaker: Parent of child diagnosed with autism**  **Students took notes** | Read Chapter 12: Interview a former teacher or counselor and ask what Physical Impairments and Other Health Impairments they have observed and what modifications were made in the school setting (special needs classroom and regular classroom). Ask why the school would prefer to have the student labeled special education instead of OHI? Be sure to take notes and be prepared to turn in your notes after using for class discussion. |
| T, Mar 11 | Interview due/Midterm (Decided not to give a midterm exam.) Students were allowed to do a movie review or article due on this date. The movie had to be on a disability studied. CS due. | Study for Midterm exam This was changed. Students were given Test Bank for Exam 3 |
| Th, Mar 13 | Hariett Bohanan,LPC works with adolescents who have severe emotional problems and many times more than one disability. These children are in group homes. She works with the staff as as well as the adolescents. | Read Chapter13: Be prepared to discuss Traumatic Brain Injury |
| **Friday Mar 14** | **Midterm Grades Due** |  |
| **Mar, 17-21** | **Spring Break – No Classes (Campus Closed)** |  |
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| T, Mar 25 | **STUDENTS WILL MEET WITH DR. WEBSTER IN ROOM AT 9:15 IN ROOM 104: BE PREPARED TO DISCUSS CH.13**  Discuss Chapter 13: Understanding Students with Traumatic Brain Injury: Discuss TBI and types of behaviors one might observe and modifications needed | Read Chapter 14: |
| Th, Mar 27 | Forum | * **Important. March 28, History & Christian Thought Spring Forum: Participation Required. 2 page reflection paper due April 8: So there isn’t any confusion your reflection paper is graded. This will count as 1 class while professor is at ACA/**   Read chapter 15 |
| T, Apr 1 | ACA **(Library day)** | Test Bank for Exam 3 should be completed |
| Th, Apr 3 | Assessment Day is a requirement. | Read Chapter 16  \*Assessment Day: Participation is required. |
| T, Apr 8 | Review for Exam 3 | Review an article on Visual Impairments and Modifications in the classroom. Article review #3 due on April 22. |
| Th, Apr 10 | Exam 3: Chapters.9, 10. 11. And 12. | Chapter 16: Be prepared to role play the following: Students will be assigned a role. One student will be a classroom teacher, one the **parent**, one a gifted and talented educator. One a counselor and one a school administrator. Each individual will decided on how she will meet the needs of the assigned student. You will need to be prepared to play the role : are assigned the day of class on (April 15). |  |
| T Apr 15 | Chapter 16: Understanding students who are Gifted and Talented | Role play  Article #3 due |
| Th, Apr 17 | This will be a fun activity using your questions. | Students will prepare 20 questions each. (5 from each chapter) 5 from each of the following chapters: 13, 14, 15,and 16. Write each question on a strip of paper and the answer on a 1inch square. Cut your squares and keep in 1 envelope and the questions that are on a strip of paper in another envelope. Make your questions and answers are as short and concise as possible. |
| **F, Apr 18** | **Good Friday – No Classes (Campus Closed)** |  |
| T, Apr 22 | Guest Speaker, Linda Proctor-Moore, Regional Accreditation Officer State Department of Educ. | #4: Write a Movie Review or Read and Review a Chapter Book that addresses a disability that we have studied. The book should be appropriate for children or adolescents. |
| Th, Apr 24 | Research Paper Presentations | Oral Presentations: Time allotted after number in class is determined. |
| T, Apr 29 | Research Paper Presentations | Same as above |
| Th, May 1 | **Review for Final Exam: Chapters 13, 14, 15,and 16** |  |
| May 5-8 | **Final Exams** |  |
| W, May 14 | **Spring Semester Grades Due** |  |
| M, May 26 | **Memorial Day (Campus Closed)** |  |

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| **Additional Resources** |
| The instructor will be available via e-mail, phone and during office hours if students need assistance with course requirements and learning. Also, if it is deemed helpful, the instructor will provide information regarding university assistance programs (i.e., writing lab). |

**APPENDIX**

**Minimal Writing Requirements for Behavioral Science Courses**

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| **1000 Level Course** | **2000 Level Course** | **3000 Level Course** | **4000 Level Course** |
| Write **5-8 pages**  \*does not include the required title page, abstract, or references pages | Write **8-10 pages**  \*does not include the required title page, abstract, or references pages | Write **10-12 pages**  **APA Format**  \*does not include the required title page, abstract, or references pages | Write **12-14 pages**  **APA Format**  \*does not include the required title page, abstract, or references pages |
| **1 reference**  1 peer reviewed article | **3 references**  2 peer reviewed articles  1 book | **4 references:**  3 peer reviewed articles  1 book  1 internet resource | **8 references:**  4 peer reviewed articles  2 books  2 internet resources |

**Note:** All papers must include a title page, abstract, and reference page. These pages ARE NOT included in the page count requirement. Page/Reference requirements may be divided into multiple projects as determined by the professor.

**Parts of the Article Review/Research Paper**

(when using an empirical research article)

**I. Title Page (Cover Page)**

**Include:**

* **Top of Page**
  + Running head
  + Page number
* **Center of Page**
  + Title of the Paper
  + Purpose of the Paper
  + Student’s First and Last Name
  + Name of the University
* **Bottom of Page** 
  + Author’s Note
    - Course Prefix, Number, and Name
    - Course Instructor

**II. Abstract**

* 150-200 words only
* Describes and informs the reader about the content of the student’s paper
* Must contain:
  + the topic (general description of the subject matter),
  + scope (narrow area of interest within topic),
  + purpose (description of why the author wrote the article), and
  + main idea (summary of the author’s primary point of view).

**III. Literature Review from the Article**

* The first paragraph should include the thesis statement. The first paragraph should include all information regarding the topic, scope, purpose, and main idea.
* Write about any previous literature that is found at the beginning of the article (i.e., *Literature Review, Introduction*).
* Talk about the background information the author uses.
* Define significant terms.
* This section should be a minimal of

**IV. Current Study**

Include all of the following: 1) purpose of the study, 2) hypothesis (typically found in the last paragraph of introduction of participants), 3) participants, 4) materials, 5) method

**V. Discussion:**

What are the results of the study? Typically this is found in the “discussion” part of

the article. How did the results compare with earlier research? What were the limitations and suggestions for future research?

**VI. Opinion**

What are your thoughts on this article and the research (both the current and earlier

research). In addition, using a Christian worldview, discuss this article using Scripture.

Biblical references should be included in this section.

**VII. Conclusion**

In a paragraph, summarize the main points of the article, as well as your opinion

about its significance, accuracy, and clarity. Was this article clear, thorough and useful? Explain in your own words. If relevant, also comment on implications. What

further research would you like to see regarding this topic? Make sure that you address each part mentioned above.

**VIII. References**

**This section must be filled in, acknowledge, signed by the study and returned to the professor on the first day of class for this course.**

**Course: Ethics Semester:**

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| I have read and understand the format of this course, the policies, and expectations described in the syllabus. I acknowledge that failure to comply with the terms of the syllabus may affect my success in this course. By signing this form I agree to comply with the policies listed and accept the outline for this course.  PRINT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **PLAGIARISM POLICY**  It is against university policy to plagiarize.  According to *Random House Webster’s Unabridged Dictionary*, plagiarism is the unauthorized use or close imitation of the language and thought of another author and the representation of him or her as one’s own original work (1479).  Therefore by signing this form, I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print name), understand that plagiarism is wrong and may result in grade reduction, automatic failure or even further disciplinary action outline in Southwestern Christian university’s student handbook.  SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |