

West Virginia University at Parkersburg  
Education Division  
Spring 2009  
"Architects of the Future"

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Education 200—Introduction to Exceptional Children

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**INSTRUCTOR:** Lisa Flowers-Clements

**E-MAIL:** Lisa.Clements@mail.wvu.edu

**PHONE:** 304-424-8257

**OFFICE HOURS**

Office: 0404F

Monday  
9:30 AM – 10:30 AM

Wednesday  
9:30 AM – 10:30 AM  
12:30 PM – 1:30 PM

Thursday  
12:30 PM – 1:30 PM  
4:00 PM – 6:30 PM

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**TEXTBOOKS:**

Hallahan, Daniel P. and Kauffman, James M. *Exceptional Learners: Introduction to Special Education, 11<sup>th</sup> edition.*

Posner, George J. *Field Experience: A Guide to Reflective Teaching, 6<sup>th</sup> edition.*

**CONCEPTUAL FRAMEWORK:**

This course provides the opportunity to master the interpersonal and decision-making skills that are necessary prerequisites to working with and teaching diverse student populations. A knowledge base of the legal environment and requirements for learners with disabilities and/or ethnic variations will be emphasized. Students will observe teaching and planning skills in their field placements. Diversity and professional commitment is integrated throughout the course as is the importance of professional commitment.

**COURSE OBJECTIVES:**

1. Identify factors contributing to the growth of special education.
2. Identify areas of exceptionality in terms of working definitions and eligibility criteria.
3. Examine the inter- and intra-individual characteristics of individual children.
4. Identify, research, and analyze the various organizational structures utilized in service delivery for exceptional children.
5. Identify and discuss the funding of special programs.
6. Identify the legal regulations pertaining to exceptional students.
7. Identify the various public and private organizations which promote special education.
8. Comprehend the IEP process and identify the parts and characteristics of an IEP.

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

EXAMINATIONS (600 possible points):

Exams will be constructed using information from class lectures, handout materials, and textbook readings.

- Exam #1 (Chapters 1-4) February 5 (100 points)
- Exam #2 (Chapters 5-8) February 26 (100 points)
- Exam #3 (Chapters 9 - 12) March 26 (100 points)
- Exam #4 (Chapters 13 - 15) April 16 (100 points)
- Comprehensive Final Exam: May 7 from 7:00 pm to 9:00 pm (200 points)

### Field Experience (200 possible points):

- You are required to perform a minimum of twenty (20) clock hours of documented classroom activities with exceptional learners.
- Your field experience will be arranged through the Field Placement Office. Do not contact a school or teacher until you are notified to do so.
- State law requires that you must have proof of a negative TB screening prior to field placement. You will need proof of this screening **prior** to receiving your field placement card.
- You must also have a clear criminal background check.
- You must have a current WVUP student ID badge with a current sticker before receiving your field placement card. Student ID badges are available in the business office.
- After you receive your field placement card, you must have it signed by the principal and returned by the designated date. **If the card is not received by the designated date, you will be dropped from this class.**
- Your journal and all forms documenting your field placement performance must be submitted on or before **April 30**.
- You are required to maintain a reflective journal (see Posner) of your activity according to the guidelines in your handbook for field observations. Your journal is to be **submitted via LiveText**; and will be evaluated for spelling, punctuation, and language usage variables in addition to format and content. Each journal entry must be submitted within 2 days of the observation.
- Satisfactory completion of your field experience, paperwork, and journal is mandatory in order to pass Education 200.

### Computer Module (possible 50 points):

- Access the internet and complete a search for the following topics:  
*Due Process, Mainstreaming, Inclusion, Free Appropriate Education, and Individualized Education Program (IEP)*
- Submit a summary of your findings. This submission should include the URL (web address) and a brief (two paragraph maximum) reflection of your beliefs for each topic.
- Due: **March 12**

### WEEKLY WRITING ASSIGNMENTS (possible 75 points)

Each week students will be given an in class writing assignment. Each writing assignment is worth 5 points. Students must be in class to complete the assignment. Writing assignments may not be made up.

### 21<sup>ST</sup> CENTURY LEARNING (possible 75 points)

Examine the following websites:

<http://www.21stcenturyskills.org/>

<http://www.thinkfinity.org/>

Describe three ways to incorporate 21<sup>st</sup> century learning skills into your classroom.

**ATTENDANCE:**

Students are expected to be punctual and to attend all scheduled class sessions. Please be advised that each tardy and/or early departure will count as one half day absent. In the event that a student misses class, it is that student's responsibility to notify the instructor. This notification must be in the form of an email. Arrangements for make-up work must be made during instructor office hours and **prior to** the next class meeting. Exams may **not** be made up unless arrangements have been made with the instructor **prior to** the missed exam. Excessive absences, as outlined in the WVUP Student Handbook, may lead to failure of this course.

Sign-in attendance will be taken at the beginning of each class. For accurate point credit, it is the student's responsibility to sign in **before** class starts. Students who arrive on time for all classes and are fully prepared for participation in class activities/discussions will earn a 30-point bonus to be added to their final points at the end of the semester.

**Late Assignments:**

Arrangements for make-up work must be made during instructor office hours and **prior to** the next class meeting. Exams may **not** be made up unless arrangements have been made with the instructor **prior to** the missed exam. Please note that you may make up 1 assignment. This includes tests and or quizzes. In class activities may not be made up.

**STUDENT CONDUCT:**

Students are expected to adhere to the student code of conduct as spelled out in the WVUP Student Handbook. Behavior which interferes with the rights of other students' to learn or the right of the instructor to teach will not be permitted. This includes the use of cell phones and/or any other electronic device in the classroom. A formal warning will be issued to any student failing to adhere to this requirement.

**DIVERSITY:**

West Virginia University at Parkersburg is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our institution does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

**ACCOMMODATIONS:**

If you are a student with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me with in the first week of classes and make appropriate arrangements with the Office of Disability Services (room 1019, phone: 424-8378).

**LEARNING CENTER SERVICES:**

The Learning Center is located in room 0404 and services are offered to students free of charge, Monday through Friday. Peer tutoring is open for scheduled and group sessions as well as unscheduled drop-in sessions. Students can visit the Learning Center's website for more information. [http://www.wvup.edu/Learning\\_Center/](http://www.wvup.edu/Learning_Center/) .

**CAMPUS SAFETY:**

Upon activation of the building fire alarm, all building occupants must exit to a position of a minimum of 100 ft. safely away from the building. If you will require assistance during an emergency evacuation, please contact the instructor so that arrangements can be made in advance. All students are encouraged to familiarize themselves with the locations of emergency exits. Information concerning emergency exits is posted by or in each classroom. Students and instructors should also be familiar with the Color Code System and the Emergency Call buttons (College Paging System) that are located in each room on the main campus. Information regarding the system and instructions for each individual emergency can be found in the Safety Plan, accessible only on campus through the college website or by contacting faculty, staff, or administration. Questions regarding safety can be directed to the safety committee through the campus safety website at <http://www.wvup.edu/safety/>.

**LAST DAY TO WITHDRAW FROM COURSES FOR SPRING 2009:**

Term	Description	End Date	Begin Date	Last Day to W/D
1	Full Term	8-May-09	12-Jan-09	<b>10-Apr-09</b>
1	Diverse	8-May-09	12-Jan-09	<b>10-Apr-09</b>
2	First Half Term	6-Mar-09	12-Jan-09	<b>24-Feb-09</b>
3	Second Half Term	8-May-09	9-Mar-09	<b>28-Apr-09</b>
4	First Five Weeks	13-Feb-09	12-Jan-09	<b>6-Feb-09</b>
5	Second Five Weeks	27-Mar-09	16-Feb-09	<b>13-Mar-09</b>
6	Third Five Weeks	1-May-09	30-Mar-09	<b>24-Apr-09</b>
18	First Eight Week Term	27-Mar-09	26-Jan-09	<b>17-Mar-09</b>
H	Five Weeks - Saturdays	28-Mar-09	31-Jan-09	<b>23-Mar-09</b>
L	Late Semester	8-May-09	20-Jan-09	<b>21-Apr-09</b>
P	Second Eight Week Term	1-May-09	2-Mar-09	<b>21-Apr-09</b>
TH	13 Wk session	8-May-09	2-Feb-09	<b>14-Apr-09</b>

## GRADING:

ASSIGNMENT	POINTS EARNED	POINTS POSSIBLE
Exam #1		/100 points
Exam #2		/100 points
Computer Module		/50 points
Exam #3		/100 points
Exam #4		/100 points
Field Experience		/200 points
Weekly Writing Assignments		/75 points
21 <sup>st</sup> Century Learning		/75 points
Comprehensive Final Exam		/200 points
<b>Total</b>		<b>/1000 points</b>

A = 935 to 1000 points

B = 855 to 934 points

C = 765 to 854 points

D = 685 to 766 points

## TENTATIVE COURSE SCHEDULE:

DATE	TOPIC	ASSIGNMENT DUE
1/15	Course Introduction	
1/22	Exceptionality and Special Education Current Trends and Issues	Read Chapters 1 and 2
1/29	Multicultural and Bilingual Aspects of Special Education Parents and Families	Read Chapters 3 and 4
2/5	Exam #1—Chapters 1-4	Exam #1
2/12	Learners with Mental Retardation Learners with Learning Disabilities	Read Chapters 5 and 6
2/19	Learners with Attention Deficit Hyperactivity Disorder Learners with Emotional or Behavioral Disorders	Read Chapters 7 and 8
2/26	Exam #2—Chapters 5-8	Exam #2
3/5	Learners with Communication Disorders Learners who are Deaf or Hard of Hearing	Read Chapters 9 and 10
3/12	Learners with Blindness or Low Vision Learners with Autism Spectrum Disorders	Read Chapters 11 and 12 Submit Computer Module
3/19	Spring Break	
3/26	Exam #3—Chapters 9-12	Exam #3
4/2	Learners with Low-Incidence, Multiple, and Severe Disabilities Learners with Physical Disabilities and Other Health Impairments	Read Chapters 13 and 14
4/9	Learners with Special Gifts and Talents	Read Chapter 15 21 <sup>st</sup> Century Assignment
4/16	Exam #4—Chapters 13-15	Exam #4
4/23	IEP	
4/30	Field Experience Reflection Semester Review	Submit Field Experience Documentation
5/7	Comprehensive Final Exam	Final Exam

*Note: Course syllabus dates, topics, and or assignments are subject to change. Your instructor will notify you of any changes.*