

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 345

EXCEPTIONAL CHILD

COURSE DESCRIPTION

All major areas of exceptionality will be surveyed to provide undergraduate students with a first contact with the field of exceptionality. The focus is cognitive content-based rather than experiential. Characteristics of children and families will be evaluated, according to the theories of human development.

RATIONALE

All psychology students at Liberty University study the physical, psychological, and social aspects of human development with a distinctly Christian world-view. Lifespan development, especially from birth through the school years, is often different for children with exceptionalities. This course will look at the ways a child may be affected by an exceptionality; how family, school, and public relationships are influenced; and how the Christian community relates to children with exceptionalities.

I. PREREQUISITES

PSYC 101 or 210

II. REQUIRED RESOURCE PURCHASE

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Demonstrate an understanding of the complexity of individual differences and sociocultural diversity within the context of exceptional child psychology.
- B. Explain multicultural and diversity issues for children with exceptionalities.
- C. Analyze current research in the field of exceptional child psychology as related to validity, reliability, and real-world application.

- D. Conduct appropriate research and write a comprehensive paper on an issue that relates to exceptional children.
- E. Integrate and discuss a biblical worldview as related to critical issues surrounding children with disabilities and their families.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (4)

There are four Discussion Board forums throughout the course. The purpose of Discussion Board forums is to generate interaction among students in regard to relevant current course topics. The student is required to post one thread of at least 300 words by 11:59 p.m. (ET) on Thursday of the Module/Week in which the forum is assigned. The student must also post one substantive reply of 250 words within the same forum by 11:59 p.m. (ET) on Monday of the assigned Module/Week.

- C. Journal Article Critique

The student will write a 3 – 5 page journal article critique, analyzing a recent, peer-reviewed journal article related to the field of exceptional child psychology. Students will critique the article on items related to the intended audience, author bias, methodology, strengths and limitations, as well as potential impact and application to the field. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 3.

- D. Prospectus – Full Inclusion Ministry Outline

The student will write a 2 – 4 page outline that synthesizes and applies the core concepts of this course in a real world setting. For each item required in the final paper, the student will write three sentences summarizing their intended goals for the section. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 5.

- E. Prospectus-Full Inclusion Ministry Paper

The student will write a 15-page paper that synthesizes and applies the core concepts of this course in a real world setting. Specifically, the student will create a church (or they may use a real church as a model) and propose a full inclusion children's ministry program that will meet the needs of one specific child who they also create. The student will describe the church and current children's ministry and then present a proposal that includes a scientific (i.e., research-based) and biblical rationale, and the resources needed to successfully implement the ministry. In addition, the student will identify a fictional child and describe that child's disability (including current research in the area), church-family partnership opportunities for IEP/IFSP goals, and a long-term plan for the ministry. This assignment is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

F. Exams (3)

There will be three open-book/open-notes exams that will need to be completed during Modules/Weeks 2, 4, & 6. Each exam will contain 50 multiple-choice questions, and the student will have one hour and fifteen minutes to complete each exam.

G. Quiz (1)

There will be one open-book/open-notes quiz that will need to be completed by 11:59 p.m. (ET) on Friday of Module/Week 8. The quiz will contain 25 multiple-choice questions and the student will have 45 minutes to complete it.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (4 at 70 pts ea)	280
Journal Article Critique	130
Prospectus – Full Inclusion Ministry Outline	70
Prospectus – Full Inclusion Ministry Paper	170
Exam 1 (chs. 1-3, 3-4)	100
Exam 2 (chs. 5-6, 5-6)	100
Exam 3 (chs. 7-9, 11)	100
Quiz 1 (chs. 10, 14)	50
Total	1000

B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Late Assignments

Assignments are due on the posted due date. No late submission of assignments is permitted.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

PSYC 345

Textbook: Mash et al., *Exceptional Child Psychology – Liberty University*, 2011

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Mash et al.: chs. 1 – 3 (Introduction; Models of Child Development; Principles & Practices) 2 presentations 1 blog	Course Requirements Checklist DB Forum 1	0 70
2	Mash et al.: chs. 3 & 4 (Research; Assessment, Diagnosis, & Treatment) 2 presentations	Exam 1	100
3	Mash et al.: chs. 5 & 6 (Disorders of Early Development; Disorders of Attachment) 2 presentations	Journal Article Critique	130
4	Mash et al.: chs. 5 & 6 (ADHD; Conduct Problems) 3 presentations	DB Forum 2 Exam 2	70 100
5	Mash et al.: chs. 7 & 8 (Anxiety Disorders; Mood Disorders) 2 presentations	Prospectus – FIM Outline	70
6	Mash et al.: chs. 9 & 11 (Intellectual Disability; Communication) 3 presentations	DB Forum 3 Exam 3	70 100
7	Mash et al.: ch. 10 (Autism Spectrum Disorders) 3 presentations 1 lecture note	DB Forum 4	70
8	Mash et al.: ch. 14 (Child Maltreatment) 2 presentations	Quiz 1 Prospectus – FIM Paper	50 170
TOTAL			1000

DB = Discussion Board

FIM = Full Inclusion Ministry

NOTE: Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.