COLLEGE of CHARLESTON  
EDFS 710: Introduction to Exceptional Children and Youth  
Fall, 2011

Instructor: Denis W. Keyes, Ph.D.  
Office: 86 Wentworth - Room 233  
Phone: 843-953-4840  
Office Hours: Tuesdays & Thursdays: 1:30 to 3:00  
Wednesdays - 2:00 to 4:00 PM, or by appointment  
(Please note that, if you need to see me, I am in my office most afternoons, and I can usually handle drop-ins...)

Class Times: Wednesdays 4:00 to 6:45 PM  
Classroom: Education Center - Rm. 213  
E-mail: keyesd@cofc.edu

Office Hours: Tuesdays & Thursdays: 1:30 to 3:00  
Wednesdays - 2:00 to 4:00 PM, or by appointment

(Please note that, if you need to see me, I am in my office most afternoons, and I can usually handle drop-ins...)

Prerequisites: Permission of instructor - graduate standing.

Text: Heward, W.L., (2009) Exceptional Children: An Introduction to Special Education:  
Merrill/Prentice Hall

Course Description:
This course is an introduction to programs and issues related to working with children and youth who have exceptionalities. The focus is on children and youth who have various disabilities, including vision, hearing, communication, as well as those with emotional, mental, physical and/or neurological difficulties, and those with exceptional talents and gifts. Attention is also given to recent research and legal and ethical issues involving students with exceptionalities and their educational programs.

COURSE OBJECTIVES:

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

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>BENCHMARKS</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>1. To develop an understanding of the field of special education as an evolving and changing discipline.</td>
<td>Describe models, theories, and philosophies that form the basis for special education practice (CC1K1) • describe laws, policies, and ethical principles regarding behavior management planning &amp; implementation (CC1K2) • describe the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to ELN (CC1K4) • describe issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services (CC1K6) • describe family systems and the role of families in the educational process (CC1K7) • describe historical points of view and the contribution of culturally diverse groups (CC1K8)</td>
<td>I, II, VII 1</td>
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<td>2. To follow the professions ethical &amp; professional practice standards.</td>
<td>Identify personal &amp; cultural biases &amp; differences that affect one’s teaching (CC9K1) • discuss methods to remain current regarding research-validated practice (CC9K1) • access information on exceptionalities (CC9S10) • use verbal, nonverbal, &amp; written language effectively (CC9S8)</td>
<td>IV 9</td>
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<td>3. To demonstrate an understanding of the characteristics between &amp; among individuals with &amp; without exceptional learning needs &amp; the effects that an exceptional condition can have on an individual’s learning in school &amp; throughout life.</td>
<td>•Describe issues in definition &amp; identification of individuals with ELN, including those from culturally &amp; linguistically diverse backgrounds (CC1K5) • describe similarities &amp; differences among individuals with exceptional learning needs. (CC3K1) • describe the effects of an exceptional condition on an individual's life (CC3K1) • describe the impact of learner’s academic &amp; social abilities, attitudes, interests, &amp; values on instruction &amp; career development (CC3K2) • compare &amp; contrast variations in beliefs, traditions, &amp; values across &amp; within cultures &amp; their effects on relationships among individuals with ELN (CC3K3).</td>
<td>I, II, VII 1,2,3</td>
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OBJECTIVE

4. To begin collecting evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs who December be in general classroom settings.

BENCHMARKS

Discuss the impact of learner’s academic & social abilities, attitudes, interests, & values on instruction & career development (CC3K2). • discuss differing ways of learning of individuals with ELN including those from culturally diverse backgrounds & strategies for addressing these differences (CC3K5). • explain augmentative & assistive communication strategies (CC6K4) • describe theories & research that form the basis of curriculum development & instructional practice (CC7K1).

STANDARDS

SOE  CEC

I, III 3, 4, 6, 7

5. Demonstrate an understanding of legal policies & ethical principles of measurement & assessment related to referral, eligibility, program planning, instruction, & placement for individuals with exceptional learning needs, including those from culturally & linguistically diverse backgrounds.

BENCHMARKS

Demonstrate an understanding of the basic terminology used in assessment (CC8K1).• describe legal provisions & ethical principles regarding assessment of individuals (CC8K2).• describe screening, pre-referral, referral, & classification procedures (CC8K3).• describe issues, assurances, & due process rights related to assessment, eligibility, & placement within a continuum of services (CC1K6)

STANDARDS

SOE  CEC

IV, V, VI 1, 8

6. To develop skills to be a resource to their colleagues & families in understanding the laws & policies relevant to individuals with exceptional learning needs.

BENCHMARKS

Explain roles of individuals with ELN, families, & school & community personnel in planning of an IEP (CC10K2) • discuss concerns of families of individuals with exceptional learning needs & strategies to help address these concerns (CC10K3) • discuss characteristics & effects of the cultural & environmental milieu of the individual with exceptional learning needs & the family (CC2K3). • discuss family systems & roles (CC1K7).

STANDARDS

SOE  CEC

II, IV, V 1, 10

COURSE EXPECTATIONS

Attendance and Participation

As graduate students, your engagement and participation in class is encouraged & expected. If you are absent from class, it will be assumed that you have a legitimate reason, but you are responsible for all material missed during your absence(s). Please notify me in advance of any expected absences. It is the departmental policy that students not miss more than 15% of class instruction (1 graduate class meeting). More than 1 absence will result in your being dropped from class, regardless of documentation.

Honor System

The honor code of the College of Charleston will be followed in this course. The honor code of the College can be found in the Student Handbook: A Guide to Honorable Conduct. You should have received this document at orientation, and are available in the Office of Student Affairs.

Students with Special Needs

Students with a documented disability requesting accommodations in this course, must be registered with the Office of Disability Services and should arrange to discuss needed accommodations or any other additional needs within the first week of the semester or within one week after the obtaining an access plan.

COURSE REQUIREMENTS

Attendance and Participation: 45 points

Students are expected to be in class and actively participate with the instructor and peers. Participation in discussions is vital to the dynamics of the class. If you are absent and miss an in-class exercise, it cannot be made up. In-class exercises can include active discussion, class assignments, or other group projects completed within the classroom. Absences, chronic tardiness or incomplete assignments will result in lost points.
COURSE REQUIREMENTS (continued)

Quizzes: 90 points
There will be 10 quizzes during the semester, composed of multiple-choice, true-false, and one essay question based on reading assignments, class discussion, and lecture presentations. There will be 10 quizzes for 10 points each; your best 9 scores will be used for your grade. The lowest score will be dropped or you may miss one quiz. I don’t give make-up quizzes, & may miss only one quiz.

Hot Topics: 60 points
Students will be grouped in two, and asked to lead at least one discussion about a current issue in special education of a local, state or national significance. You’ll be asked to sign up for a presentation time. The issue could be featured in a newspaper, magazine or from a news program, and should relate to the disability area we are covering that week. The format of the presentation is as follows:
(a) Give a brief summary of the issue and how it relates to people with special needs;
(b) Clearly state your understanding as to why this is an issue in special education; and,
(c) How do/es the issue/s raised relate to educational concerns in SPED & general education?

Assessment criteria:
1. You were able to engage the class in a productive discussion lasting 5-10 minutes.
2. You had a thorough understanding of the topic/event discussed.
3. You spoke clearly and allowed plenty of time for others to speak.
4. Written work distributed and/or any visual presentations were accurate, informative, enlightening.
5. The article (or media from which you started) & a one-page typed summary turned into Dr. Keyes.

Observations of Exceptional Students: 50 points
During this course, ALL students are required to observe in the classrooms of volunteer teachers (in both special and general education, a sign-up list will be provided), for a total of 15 hours. For each observation, you are required to submit a written summary (one page minimum, two page maximum) linking your observations (i.e., student characteristics, class activities, lessons, issues noted during observations, etc.), to issues we have discussed in class. This includes non-SPED majors are encouraged to do the observations if possible. Specific instructions will be provided in class.

Professional Roles Project: 75 points
Each student will also interview two professionals in different positions within the K-12 public schools. The interviews should be summarized according to instructions provided in class. All students will be expected to share the results of their interviews and observations in class.

Exploration Presentation: 50 points
Each student will complete a 10-15 minute introductory presentation using a minimum of three references. Presentation must be directly related to the topic assigned for class on the day of the presentation. Students must be prepared to complete the presentation at the beginning of class.

Final Exam: 50 points
The final exam will be held during the assigned time, and will cover all content presented over the course of the semester. Students will have access to the final exam up to one week prior to the final exam schedule established by the college. A case study will be given on the final night of class as part of the final exam.

*ALL ASSIGNMENTS MUST BE TYPED - HANDWRITING WILL NOT BE ACCEPTED!*
### Grading Scale:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>420 to 391</td>
<td>A</td>
</tr>
<tr>
<td>390 to 382</td>
<td>A-</td>
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<tr>
<td>381 to 374</td>
<td>B+</td>
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<tr>
<td>373 to 361</td>
<td>B</td>
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<td>342 to 331</td>
<td>C</td>
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<td>330 to 322</td>
<td>C-</td>
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<td>321 and below</td>
<td>F</td>
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