COLLEGE of CHARLESTON
EDFS 710: Introduction to Exceptional Children and Youth
Fall, 2015

Instructor: Dr. Denis W. Keyes
Office: 86 Wentworth - Room 233
Phone: 843-953-4840 (O) 843-762-3681 (H)

Class Time: Mondays 4PM to 6:45 PM
Classroom: ECTR 213
E-mail: keyesd@cofc.edu

Office Hours: Mondays 1 to 4; Tuesdays 2 to 3:30; Wednesdays 12 to 2, 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 and admission.


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 problems, 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>
<th>SC &amp; SOE</th>
<th>CEC</th>
</tr>
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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</td>
<td>1</td>
<td>2</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</td>
<td>6</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>SC - EEDA</td>
<td>1</td>
<td>2</td>
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CLASS OBJECTIVES

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

   - 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).

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.

   - 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).

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

   - 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).

COURSE EXPECTATIONS

Attendance and Participation
As undergraduates, your attendance, engagement and participation in class is expected & encouraged. 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. Please note that this class only meets once a week, so more than 1 absences will result in your being dropped from class, regardless of documentation. (See assignment information below.) Late or resubmitted assignments will immediately lose 20% of point value – no exceptions.

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 also be aware that this course is cross-listed as undergrad and graduate. Graduate students assignments will differ somewhat from undergraduate.

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.

*ALL SUBMISSIONS TO ME SHOULD BE IN BLACK TIMES FONT - 12 POINT - VARIATIONS WON’T BE GRADED!

Grading Scale: Graduate students will have at least one extra assignment and a different grading expectation level.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>420 to 382</td>
<td>A</td>
</tr>
<tr>
<td>381 to 353</td>
<td>B</td>
</tr>
<tr>
<td>352 to 322</td>
<td>C</td>
</tr>
<tr>
<td>321 and below</td>
<td>F</td>
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</tbody>
</table>

In graduate coursework, there are no D grades… so a total points of 321 and below = F
COURSE REQUIREMENTS

Attendance and Participation: 25 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, so if you sit like a stump and never open your mouth to contribute, you will lose points! In-class exercises can include active discussion, class assignments, or other group projects completed in class. If you are absent and miss an in-class exercise, it cannot be made up. Absences, chronic tardiness, chatting with others around you, and/or late or incomplete assignments will result in lost points. Finally, it is very important that you check your email EVERY DAY. If you do not, you will miss important announcements that may also result in lost points. As this class only meets once a week, if you miss more than ONE class meeting, you will be dropped from class. Non-negotiable.

Quizzes: 100 points
There will be 5 quizzes during the semester, composed of multiple-choice, true-false, and possibly an essay question based on reading assignments, class discussion, and lecture presentations. There will be 5 quizzes (25 points) each your best 4 scores will be used for your grade (the lowest score will be dropped or you may miss one quiz). These MAY be administered online, & though you may use your notes & books, you will only have 45 minutes to take each quiz, so you should not plan on having much time to look up information…). I realize that many of you work during the weekend, but please do not ask to be allowed to take a quiz early or late, since it would be impossible to suit all student requests. If you cannot take a quiz during the time allotted, that can be the one quiz score you will drop. Quizzes will be available from Friday evening at 6 to Sunday evening at midnight. YOU are responsible for remembering to take these quizzes, and reminders will only be made during class, as a rule.

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 should submit a presentation topic and be prepared in the next couple of weeks, as these will commence very soon – possibly next week! The issue could be featured in a newspaper, magazine or from a news program, and should relate to a disability or an area of disability. 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 10-15 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 10 hours. 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. Specific instructions will be provided in class & the observation form is on OAKS.

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 the handout. Students may be asked to share interviews & observations in class.

Book Report Project: 25 points
Each graduate student will be expected to write a detailed report on a book that pertains specifically to the area of disability that s/he is studying to teach. The book will be determined by the student and the instructor. You should meet with the instructor ASAP (before 2/3) to discuss this assignment, and more information on this will be coming soon.

Final Exam: 85 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.
*The Professional Roles project will be described in a later handout. The maximum length is 6 pages, and minimum length is 4 pages. (The cover sheet does not count!) Do not put this off! Back up all work you do on this assignment, because if you have to redo it at the last minute when your hard drive dies, it will NOT be accepted after the date and time it is due. Dogs don’t eat homework anymore…

*I will distribute a list of possible Hot Topics soon. If you have a strong interest in a specific topic, see me. Duplicate topics will not be permitted – first come, first served…

*Each student should meet alone with the instructor no later than Feb. 3 to determine what book to report on.

*You should keep in mind that all submissions will be graded for spelling & grammar, as well as content. There is important writing information on a page in the hymnal.

If you need to contact me for concerns/questions/problems, feel free to call me at home (762-3681), but not after 10 p.m., please! (I am old and need my sleep!)

A WORD OF ADVICE:

1. Don’t wait until the last minute to complete assignments. It will show and you will not be given opportunities to fix problems. If what you turn in is so bad it needs revision, the most you could hope for is 80% of the total grade, or less… Graduate papers will be graded on a more stringent level…

2. Please contact me immediately if you have a problem with any aspect of the course!

3. Don’t sit in the back of the room, never participate, never look up from your computer, or such, you will not like your final grade. And, do NOT let me catch you checking your cell phone for text messages (cell phone ringtones should be turned off – if they go off in class, I will NOT be happy).

4. The first time I find anyone using their computers to check email will be the last time that student may use a computer to take notes in class. No exceptions, so please don’t try me on this.

5. This course has a great deal of crucial information that will help prepare you for your teaching career. The great sin in any area of education is lack of a strong commitment - which inevitably results in ineffectual teachers & poor teaching. Believe me, I am very pleased you are interested in teaching! You will succeed, provided that you’re willing to make the commitment required of this career. SO, get involved, make comments, challenge what you are listening to, make ME do MY job! This is your one chance to learn as much as you can, don’t waste it! Good luck, have fun, ask questions & LEARN all you can!!!

FOUR POINTS TO PLEASE REMEMBER:

1. Occasional tardies happen, don’t sweat it too much. Consistent tardiness is a problem!

2. This class meets only once a week. Thus, you are allowed ONE absence. More than one absence and you WILL be dropped from class… NO EXCEPTIONS.

3. If you crack your gum, don’t even consider arguing it, it goes in the trash. IMMEDIATELY.

4. If you have a cell phone – turn it off. NOW. If it rings during class, it won’t be pretty. If you text in class, I will consider it cheating… So DON’T.

If these rules seem Draconian, I’m sorry. That’s life, get used to it. I believe these rules are fair.

*ALL ASSIGNMENTS MUST BE TYPED (12 point Times or New Times Roman font, APA format & Double Space). HANDWRITING WILL NOT BE ACCEPTED!
<table>
<thead>
<tr>
<th>Week of…</th>
<th>Topic</th>
<th>Readings &amp; Assignment Due on:</th>
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<tbody>
<tr>
<td>Class #1  January 12, 2015</td>
<td>Introduction and Foundations of Special Education</td>
<td>Begin Reading the Text Chapter 1</td>
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<tr>
<td>January 19, 2015</td>
<td>MLK Day Holiday</td>
<td>No class</td>
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<tr>
<td>Class #2  January 26, 2015</td>
<td>The Purpose and Promise of Special Education</td>
<td>Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>Class #3  February 2, 2015</td>
<td>Overview of Exceptionalities: Identification, Eligibility, Schools, Families &amp; Culture</td>
<td>Chapters 2 and 3 QUIZ 1 (1, 2, 3) (online 2/6) <em>Must meet with instructor before today’s class for text report.</em></td>
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<tr>
<td>Class #4  February 9, 2015</td>
<td>Learning Disabilities</td>
<td>Chapter 5 Extra reading for Graduates</td>
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<tr>
<td>Class #5  February 16, 2015</td>
<td>Mild Intellectual Disabilities (Guest Lecture on Thursday)</td>
<td>Chapter 4 Extra reading for Graduates</td>
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<tr>
<td>Class #6  February 23, 2015</td>
<td>Emotional / Behavioral Disabilities</td>
<td>Chapter 6 (Bullying…) QUIZ 2 (4, 5 &amp; 6) (online 2/27) Extra reading for Graduates</td>
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<td>March 2, 2015</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
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<tr>
<td>Class #7  March 9, 2015</td>
<td>Attention Deficit / Hyperactivity Disorders, Physical Impairments  and OHI</td>
<td>Chapter 11</td>
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<tr>
<td>Class #8  March 16, 2015</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 7 Professional Roles Project DUE</td>
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<td>Class #9  March 23, 2015</td>
<td>Communication Disorders</td>
<td>Chapter 8 QUIZ 3 (7, 8, 11) (online – 3/27)</td>
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<td>Class #10 March 30, 2015</td>
<td>Severe &amp; Multiple Disabilities Traumatic Brain Injury</td>
<td>Chapter 12</td>
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<tr>
<td>Class # 11 April 6, 2015</td>
<td>Sensory Impairments</td>
<td>Chapter 9 and 10 QUIZ 4 (9, 10, 12) (online – 4/10)</td>
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<td>Class # 12 April 13, 2015</td>
<td>Gifted and Talented</td>
<td>Chapter 13 ALL OBSERVATIONS DUE</td>
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<td>Class #13 April 20, 2015</td>
<td>Early Childhood &amp; Transition</td>
<td>Chapter 14 QUIZ 5 (13 &amp; 14) (online 4/24)</td>
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<tr>
<td>Class #14 April 26, 2015</td>
<td>Catch Up Class</td>
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<tr>
<td>Monday, May 4 at 4 PM</td>
<td>FINAL EXAM</td>
<td>Comprehensive Final…</td>
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