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:

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<tr>
<th>OBJECTIVE</th>
<th>BENCHMARKS</th>
<th>STANDARDS</th>
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<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 (CC 1K8)</td>
<td>I, II, VII 1 5,6</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 5,16</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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<td>4. To begin collecting evidence-based instructional strategies to individualize instruction</td>
<td>Discuss the impact of learner’s academic &amp; social abilities, attitudes, interests, &amp; values on instruction &amp; career development (CC3K2). • discuss differing ways of learning of individuals with ELN including those from culturally</td>
<td>I, III 16,7</td>
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for individuals with exceptional learning needs who may be in general classroom settings.

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.

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

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).

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 an undergraduate or graduate student, engagement and participation is expected. If you are absent from class, it will be assumed that you are absent for a legitimate reason and there is no need to call the instructor. However, if possible, please notify me in advance of any expected absences. The student is completely responsible for material missed. It is the departmental policy that students may not miss more than 15% of class instruction (2 class meetings). More than this will result in your being dropped from class.

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 publication titled: Student Handbook: A Guide to Honorable Conduct. Copies of this document are provided to students at orientation and are also available in the Office of Student Affairs.

Students with Disabilities
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:
Students are expected to be in class and actively participate with the instructor and/or peers. Participation in group discussions is vital to the dynamics of the class. Activities assigned in class will not be able to be made up in any form. In-class activities include any discussion, classroom assignments, or other group projects completed within the classroom. If absent or late to class or if assignments are not completed on time points will be lost. A group project will be required using “jigsaw”.

50 points
Quizzes: 90 points
Six quizzes are scheduled during the semester composed of multiple choice and true false questions based on reading assignments. There will be 6 quizzes for 15 points each. All quizzes are on-line.

Hot Topics: 45 points
Each student will lead 3 discussions about a current issue in special education of local/state, national and international significance. You will sign up for a presentation time. The issue could be featured in a newspaper, magazine or on a news program. The format of presentations is as follows: (a) Give a brief summary of the issue (b) State why this is an issue (c) How do/es the issue/s raised relate to educational issues of concern to our special education community and teachers in general? 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 time for others to speak.
4. Written work that was distributed and any visual presentation was accurate.
5. The article and typed summary are submitted when presented.

Observations of Exceptional Students: 25 points
All students will make scheduled observations in special and/or general education classrooms of volunteer teachers for a total of 10 hours. A written summary that links observations to student characteristics and issues discussed in class is required. Specific instructions will be provided in class.

Video Reviews 40 points
The drop box in OAKs will be used to submit reviews to videos that are posted online. Listed in your syllabus are the videos and by what date they need to be viewed. In the drop box there are specific questions to be answered.

Professional Roles Project: 40 points
Students will also interview two professionals in different positions (one with direct service to special education students and the other with indirect service) within the K-12 public schools. The interviews should be summarized according to instructions and the rubric provided in class. All students will present their interviews and observations in class.

Exploration Presentation: 30 points
Each student will complete an individual and a group 20-30 minute presentation using a minimum of five (5) references. Presentations must be directly related to the topic assigned. Students must be prepared to complete the presentation at the beginning of class. A summary of the report and the references should be typed and submitted prior to the presentation.

Final Exam: 100 points
The final exam will be online and will cover all content presented over the course of the semester. The final is timed, open-book, open-notes, but not open for discussion. 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 papers must be typed and double spaced.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignment Due</th>
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<tr>
<td>August 20</td>
<td>Introductions and Syllabus Introduction and Foundations</td>
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<td>August 27</td>
<td>Historical Perspectives, Litigation &amp; Legislation</td>
<td>Read Chapters 1, 2 and 3 Video-Cost of Special Education</td>
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<td>September 3</td>
<td>Overview of Exceptionalities: Identification, Eligibility &amp; Schools, Families and Culture</td>
<td>Quiz Chapters 1, 2 and 3</td>
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<td>September 10</td>
<td>Intellectual Disabilities</td>
<td>Read Chapter 4 Video-Intellectual Disabilities</td>
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<td>September 17</td>
<td>Learning Disabilities</td>
<td>Read Chapter 5 Cosby: LD/Dyslexia</td>
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<td>September 24</td>
<td>Learning Disabilities</td>
<td>Quiz Chapters 4, 5</td>
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<td>October 1</td>
<td>Emotional / Behavioral Disabilities</td>
<td>Read Chapter 6 Videos-Behavior Disorders, Country Boys (PBS)</td>
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<td>October 8</td>
<td>Autism Spectrum Disorders</td>
<td>Quiz Chapters 6, 7 Read Chapter 7 Videos-Temple Grandin-YouTube and Stephan’s World</td>
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<td>October 15</td>
<td>Communication Disorders</td>
<td>Read Chapter 8 Video-Stuttering</td>
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<td>October 22</td>
<td>Sensory Impairments</td>
<td>Read Chapters 9 and 10 Quiz Chapters 9 and 10 Videos-Hearing Impaired and Visual Impairments</td>
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<td>October 29</td>
<td>Physical Impairments and OHI and ADHD</td>
<td>Read Chapter 11 Video-Teachers and Ritalin</td>
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<td>Date</td>
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<td>Assignment</td>
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<td>November 5</td>
<td>Low-Incidence, Severe and Multiple Disabilities TBI</td>
<td>Read Chapter 12</td>
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<td>Quiz Chapters 8, 11 and 12</td>
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<td>Video- Traumatic Brain Injury</td>
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<td>November 12</td>
<td>Gifted and Talented</td>
<td>Read Chapter 13</td>
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<td>November 19</td>
<td>Early Childhood Special Education: (Jigsaw) And Case study for Exam</td>
<td>Read Chapter 14</td>
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<td>Quiz Chapter 13 and 14</td>
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<td>Video- Your Choice</td>
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<td>December 3</td>
<td>Exam</td>
<td>On Line</td>
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**Undergraduate Grading Scale:**

- 420 to 391 = A
- 373 to 361 = B
- 342 to 331 = C
- 314 to 303 = D
- 390 to 382 = A-
- 360 to 353 = B-
- 330 to 322 = C-
- 302 to 290 = D-
- 381 to 374 = B+
- 352 to 343 = C+
- 321 to 315 = D+
- 289 and below = F

**Graduate Grading Sc:**

- 420-391 = A
- 369-349 = B
- 348-328 = C+
- 327-311 = C
- 310- and below F

**Videos to review and dates due:**

- August 27th-Cost of Special Education
- September 10th-Intellectual Disabilities
- September 17th-Cosby: LD/Dyslexia
- October 1st- Behavior Disorders, Country Boys (PBS)
- October 8th-Temple Grandin-YouTube- 1:20 (2007 Distinguished Lecture Series) and Stephan’s World
- October 15th-Stuttering
- October 22nd-Hearing Impaired and Visual Impairments
- October 29th-Teachers and Ritalin
- November 5th-TBI
- November 19th - One of your choice