EDFS 750 (01) - Fall, 2016
Characteristics of Individuals with Intellectual Disabilities
(3 hours credit)

Instructor: Denis W. Keyes, Ph.D. (keyesd@cofc.edu)
Mailbox – 2ND Floor of the SEHHP
Office: 86 Wentworth (Room 233)
Office: 953-4840 Home: 762-3681

CLASS MEETING TIME

Thursdays, 4:00 to 6:45 PM
Volpe Education Training Center – Room 218.

OFFICE HOURS

Tuesdays 12:45-2:15, Wednesdays 1-3, and Thursdays, 12:45 to 3:15 PM, or by appointment.
* Co- or Prerequisite: EDFS 710 - Introduction to Exceptional Children & Youth

(This text is available in paper, and/or you can get it on the SPED Digital Library.)

(The Kaufman book is available, new or used, on Amazon for just a few bucks, or you might want to check your local library.)
(There is a PROFESSOR’S PACKET at SASS-E-INK – GET IT BEFORE THE NEXT CLASS!)
(Relax – it’s less than $6…)

2. SCOPE: This course is an introductory study of unique learning & behavioral characteristics of people with intellectual developmental disabilities. It includes theory & practice related to identification, educational programs/provisions, & community programs/provisions for this exceptionality.

3. COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Unit Standards</th>
<th>CEC Standards</th>
<th>Corresponding Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>State, explain, compare, and contrast the various definitions of intellectual developmental disability (AAIDD, educational, behavioral, psychometric, sociological);</td>
<td>I, VI, VII</td>
<td>1,4</td>
<td>B, E, F Lectures</td>
</tr>
<tr>
<td>Describe the social, emotional, physical (i.e., positioning/handling), medical, cognitive, adaptive, &amp; academic characteristics of learners w/IDD &amp; describe how these factors may influence the learning process from early childhood through career/vocational transitions;</td>
<td>I, II, III, IV, V, VI</td>
<td>1,2,3,6</td>
<td>B, C, D Lectures</td>
</tr>
<tr>
<td>List and discuss systems used for the unbiased assessment, identification, classification of persons who are mentally disabled, including legal and specialized terminology, referral, testing &amp; placement procedures noted in South Carolina &amp; through AAIDD’s Systems of Support;</td>
<td>IV, VI, VII</td>
<td>1,3,4</td>
<td>E, F Lectures</td>
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<td>B, D, E, F Lectures</td>
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<td>1,3</td>
<td>B, E, F Lectures</td>
</tr>
<tr>
<td>I, II, III, VI, V</td>
<td>1,2,3,4,5, A, B, E</td>
<td>Lectures</td>
</tr>
<tr>
<td>II, III, V</td>
<td>1,2,3,5</td>
<td>D, E, F Lectures</td>
</tr>
<tr>
<td>IV, V</td>
<td>6,7</td>
<td>B, C, D, F Lectures</td>
</tr>
<tr>
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<td>1,5,6,7</td>
<td>C, D, E, F Lectures</td>
</tr>
<tr>
<td>II, III, IV, V</td>
<td>1,2</td>
<td>Observations</td>
</tr>
<tr>
<td>IV, V, VII</td>
<td>6</td>
<td>Lectures</td>
</tr>
</tbody>
</table>

4. GRADING CONTINGENCIES: (Departmental "Policies & Procedures" sheet rules are in effect.) Do not wait until the last minute to work on these assignments, as NO assignment will be accepted later than the due date. Remember, graduate students have different requirements and expectations than undergraduates, please keep that in mind…

All assignments must be typed, double-spaced, in APA format, and must be in Times or Times New Roman - 12 point font ONLY! Any variations from the above will not be accepted - no excuses!
5. LEARNING ACTIVITIES AND ASSOCIATED POINT VALUES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attendance/Participation (Please don’t just sit like a stump – participate!)</td>
<td>40</td>
</tr>
<tr>
<td>B. In-Class Exercises (no makeups – you’re not there - you lose points…)</td>
<td>40</td>
</tr>
<tr>
<td>C. Research Paper (exclusive to this course only – more on this soon)</td>
<td>70</td>
</tr>
<tr>
<td>D. Three quizzes (33 points each) quizzes taken during classtime – no makeups!</td>
<td>100</td>
</tr>
<tr>
<td>F. Report on two research articles on assessment in ID (15 pts. each)</td>
<td>30</td>
</tr>
<tr>
<td>G. Final Exam – this must be during the class exam time – no makeups!</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>350</td>
</tr>
</tbody>
</table>

Total points and associated grades…

<table>
<thead>
<tr>
<th>Total Points</th>
<th>350 to 319</th>
<th>91%</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>318</td>
<td>294</td>
<td>84%</td>
<td>B</td>
</tr>
<tr>
<td>293</td>
<td>270</td>
<td>77%</td>
<td>C</td>
</tr>
<tr>
<td>269</td>
<td>0</td>
<td>Below 76%</td>
<td>F</td>
</tr>
</tbody>
</table>

6. ABSENCE POLICY: Students are expected to attend ALL class sessions. Material not included in the text will be presented in the lecture & you are accountable for ALL information on exercises & exams. Also, material presented in class will be necessary to the completion of the paper & tests. Perfect attendance will be rewarded; one absence takes 5 points from the ‘Attendance’ points, and I rarely offer make-up quizzes. Also, if you sit like a stump in class and make no contribution to the discussion, you will not receive any attendance/participation points.

If you have more than ONE absence, you will be dropped from this class, NO EXCEPTIONS!

7. ASSIGNMENT INFORMATION:

* Submit by email, a typed, one-page research paper proposal by 9/15/16. It must be approved.

* Research papers must be original work for this course only, based upon topics which relate specifically to people with intellectual developmental disability (i.e., methodology, research, behavioral, cognitive, etc.) not CP, not Autism, etc. Students with specific interests (such as severe/profound IDD) should let me know ASAP. We will discuss these further as the class progresses. The research paper’s maximum length is 12 pages, and minimum length is 9 pages. (The reference list & cover sheet do not count as pages!) Do not put this off! Back up all work you do on this assignment; this is a graduate course so no late papers & no resubmissions. If you wait to the last minute, it will show & you will not like your grade. Remember, dogs don’t eat homework anymore. There is a list of possible topics for the paper in the Hymnal. However, if you have a strong interest in a specific topic (such as severe/profound MD), see me ASAP, as duplicate topics will not be permitted.

* You should keep in mind that all submissions will be graded for spelling & grammar, as well as content. There is important writing information on page 41 in the hymnal.

AGAIN, TAKE NOTE – ALL SUBMISSIONS SHOULD BE PRINTED IN BLACK, TIMES or NEW TIMES ROMAN 12 POINT FONT ONLY - VARIATIONS WON’T BE GRADED!

Academic Integrity Statement – (the College of Charleston Honor System)

The honor code of the College of Charleston will be followed in this course. Please be sure to review this information soon. The honor code of the College can be found in the Student Handbook: A Guide to Honorable Conduct, or online at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Accommodations for 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.

A WORD OF ADVICE:

1. Don’t wait until the last minute to complete any graduate assignment. It will show and you will not be able to fix any problems. This is graduate school, late papers are not accepted.

2. I am responsible for the content of this course. Should you have a problem with any aspect of the course, please contact ME immediately! Not the Chair, not the Dean… ME! Got it? Thanks.

3. Be forewarned: if you sit in the back of the room, I tend to call on those folks far more… I like people to sit up front… Just a personal idiosyncrasy… ;-) Sit in the back at your own peril.

4. The first time I find anyone using their computers to check email during class will be the last time any student may use computer to take notes in class. No exceptions - blame the student...

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

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

7. If you have a cell phone – please turn the ringer off now. If it rings during class, it won’t be pretty. I’m ADHD enough – I don’t need any extra, avoidable distractions… 😃

8. If you text or email at any time during class, I will consider it cheating. SO, PLEASE DON’T…

9. If you crack your gum, don’t argue it, it goes in the trash. IMMEDIATELY. I hate gum.

If these rules seem Draconian, I’m sorry. This is graduate school, better get used to it...

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

Now, listen… 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 working with people who have intellectual disabilities - provided that you're willing to make the necessary commitment for this career. So, please get involved, make comments, challenge what you are listening to, make ME do MY job! This is a chance for you to learn as much as you can, so please don’t waste it!

Good luck, have fun, ask questions & LEARN all you can!!!
<table>
<thead>
<tr>
<th>Week</th>
<th>Content EDFS 750</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25&lt;sup&gt;th&lt;/sup&gt; CLASS 1</td>
<td>Initial class meeting, syllabus and discussion of requirements.</td>
<td>Getting to know you...</td>
</tr>
</tbody>
</table>
| September 1<sup>st</sup> CLASS 2 | Module 1: **Historical Perspective**  
Review PowerPoint of essential content posted on OAKS.  
Pose questions via Discussion Board OR during class...                                                                                                 | **Read Chapters 1**  
BE PREPARED TO DISCUSS HISTORY!                              |
| September 8<sup>th</sup> CLASS 3 | Module 2: **Definition and Terminology**  
Review PowerPoint on OAKS, pose questions during class, or via Discussion Board; **Fellow students are encouraged to post and respond to these questions, too.** Check this weekly... | **Read Chapter 2**  
OAKS DISCUSSION BOARD                                        |
| September 15<sup>th</sup> CLASS 4 | Module 3: **Etiological Aspects and Assessment**  
Review PowerPoint & pose questions via OAKS Discussion Board  
If you do not get involved in the discussion on OAKS, your participation grade may not be as high as you would like... | **Research Project Description Due**  
Read Chapters 3 & 6 of text                                    |
| September 22<sup>nd</sup> CLASS 5 | **Family Resources and Considerations – GUEST LECTURE**  
Review PowerPoint – Family Resources  
**Mrs. Bev McCarty**  
**Family Resource Center**                                                                                     | **Read Chapter 7 of text**                                  |
| September 29<sup>th</sup> CLASS 6 | Module 4: **Individual Rights & Legal Issues**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                               | **Quiz #1: Chapters 1, 2, 3, 6**  
Read Chapter 4 of text                                         |
| October 6<sup>th</sup> CLASS 7 | Module 5: **Psychosocial Aspects of Intellectual Disabilities**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                              | **Read Chapter 5 of text**                                  |
| October 13<sup>th</sup> CLASS 8 | Module 7: **Characteristics Mild & Moderate IDD**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                               | **Research Paper is DUE**  
Chapter 8 of text                                               |
| October 20<sup>th</sup> CLASS 9 | Module 8: **Characteristics of Severe & Profound IDD;**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                              | **Chapter 9 of text**  
**RETAİRED ISN'T STİPID, MOM! PAPER IS DUE**                    |
| October 27<sup>th</sup> CLASS 10 | Module 9: **Education Programming: Infancy & Early Childhood**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                              | **Quiz #2: Chapters 4, 5, 7, 8 & 9**  
Read Chapter 10 of text                                        |
| November 3<sup>rd</sup> CLASS 11 | Module 10: **School Years**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                               | **Read Chapter 11 of text**  
Research Article paper is due                                  |
| November 10<sup>th</sup> CLASS 12 | Module 11: **Adult Years**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                               | **Read Chapter 12 of text**                                  |
| November 17<sup>th</sup> CLASS 13 | Module 12: **Assistive Technology**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                               | **Read Chapter 13 of text**  
**Quiz #3: Chapters 10, 11, 12**                              |
| November 24<sup>th</sup> | **Thanksgiving Holiday – No Class**                                                                                                                                                                           | **Eat, Drink, Be Merry...**                                  |
| December 1<sup>st</sup> CLASS 14 | Module 13: **Transition Issues**  
Review PowerPoint & pose questions via OAKS Discussion Board                                                                                               | **Read Chapter 12 of text**                                  |
| Tuesday December 13 7:30 – 10:30 PM | **FINAL EXAM - FROM 7:30 TO 10:30 PM**                                                                                                                                                                         | **COMPREHENSIVE FINAL EXAM**                                 |