

COLLEGE of CHARLESTON
EDFS 345: Introduction to the Education of
Exceptional Children and Youth
 Summer 2009

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Text: Heward, W. L. (2009). *Exceptional children: An introduction to special education* (9th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
 Supporting materials: www.prenhall.com/heward.

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:

Objectives	Standards	
	SOE	CEC
1. Describe the different categorical classifications of exceptional children (i.e. Mental Disabilities, Learning Disabilities, Behavioral Disabilities, Hearing Impairments, Visual Impairments, Communication Disorders, Physical and Health Impairments, and Gifted in terms of: a. definition(s); b. incidence and prevalence; c. etiology; d. identification; e. learning characteristics; f. behavioral characteristics; g. educational programs; h. community services; i. contemporary trends and issues; and j. transition from school to adult life.	I, VII	1, 2, 3
2. State and explain how the characteristics of a disability affect human development and how students learn.	I	1, 2, 3
3. Describe the impact of federal, state, and local laws, rules, and regulations, including standards for ethical practices, on persons with disabilities.	VII	1, 9
4. Define and discuss contemporary issues, trends, and problems related to the education of individuals with disabilities.	II, VII	1, 9, 10
5. Identify and locate resource agencies for individuals with disabilities.	III, V, VII	10
6. Describe the service delivery system (continuum of services) for students with disabilities.	III, VI	7
7. Define and discuss problems and concerns of the families of students with disabilities from culturally diverse background.	V, VII	3
8. Define and discuss the major issues in providing an appropriate education for students with disabilities from culturally diverse backgrounds.	VII	3, 6
9. Describe the instructional strategies used for students with disabilities in early childhood, elementary, middle, and secondary classrooms.	I, III	4, 5
10. Describe and discuss referral, evaluation, and IEP processes for exceptional students, including the roles of individuals with disabilities, parents, teachers, and other school and community personnel.	V, VII	1, 7, 10

COURSE EXPECTATIONS

ONLINE EXPECTATIONS

Learning Delivery Format:

The asynchronous online format allows self-motivated, task-driven students the flexibility to complete coursework over the internet. Students must have access to a computer with high-speed internet access. Standard software requirements include: Adobe Reader, send and receive Microsoft Word 2007 files, and an up-to-date version of Adobe Flash. **Highly recommended, but not required: Firefox web browser; Skype, (MSN, or Yahoo instant messaging), twitter account, google account.** Because this course relies heavily on daily interaction with others, students must have access to a working computer with internet access throughout the course. *Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date. (See CofC website for on-campus computer lab use and locations).

Student Expectations:

Students enrolled in this course will explore natures and issues of exceptional children using various methods of elearning delivery models. Such methods in this course include assigned readings, self-paced lectures, streaming video, and interactive discussions. Extensive reading, active participation, and collaborative group work is expected. Students should plan to commit an average of three hours a day toward course content from June 1-July 2, 2009.

Student Code of Conduct

Students enrolled in courses at the College of Charleston must adhere to the student code of conduct and honor code. Appropriate conduct and civility is required to ensure a positive, e-learning environment. Conduct deemed inappropriate by the instructor will be reported to the Office of Student Affairs. Assignments must be original work completed by the student of record. Group projects should reflect the contributions of group members. Refer to Student Handbook: A Guide to Honorable Conduct or the Office of Student Affairs for additional information.

Students with Disabilities

Students with a documented disability requesting accommodations in this course must be registered with the Office of Disability Services and must discuss needed accommodations within the first two days of summer semester or immediately after obtaining an access plan. Contact the instructor for instructions on how to deliver the required documentation.

COURSE

REQUIREMENTS

Participation and Module Activities:

80 points total

Please read the activity directions found within each module carefully. Active participation in module activities is a major requirement of this course. Activities vary in expectations and time commitment; many require student engagement with others enrolled in the course. Use proper netiquette and grammar and respect the opinions of others when posting activities on the discussion board. The instructor reserves the right to delete inappropriate responses. See “sample discussion postings” on WebCt for examples and non-examples of appropriate posts. Please see the course schedule for due dates.

Quizzes:

40 points total

Four scheduled quizzes include content from reading assignments, and module content including videos and other activities. Quizzes located on WebCt in a timed format (60 minutes) are open book, open note, but not open for discussion. Students must not discuss the

quiz or its contents with other members of the class. Quizzes may be completed at any point during the designated time period.

Observations of Exceptional Students:

40 points

Special education degree students will make scheduled observations in a variety of special and general education classrooms for a total of 10 hours. A written summary that links observations to student characteristics and issues discussed in class content is required. While summer online coursework and school schedules make this requirement challenging, it is a program requirement and is possible through careful planning. Contact the instructor as soon as possible for assistance in locating summer school programs in your area.

***Optional assignments for students not seeking a degree in Special Education:** should be similar in time commitments (20-25 hours per student). Students may submit original proposal on one of the following:

- (1) Students may work in groups of two to complete a video-based project. Students may elect to develop a video report that incorporates different perspectives of key issues in special education. Students opting to participate in this project must follow videography guidelines provided by the instructor and have knowledge/skills to use any video/editing software. Completed pieces may be uploaded to Youtube, webct or the blogsite for this course.

- (2) Students may work independently or with a partner to write a five to seven page type-written research paper including at least ten resources per person using APA format based on current issues in special education of a particular interest (e.g., siblings, accessibility, legal issues, labels, family roles, or developing partnerships in education, inclusion). Sources should be hyperlinked within the references page to the original document. Specific instructions will be provided.

Book Reviews:

40 points total

Part One: Students will be assigned to “book clubs” based on individualized book selections. Each student will read a book based on an individual with a disability develop and a one-page “marketing” hand-out that describes the book in brief, provides contact information, and other pertinent information (10 points) . **Part Two:** Each book club will develop presentation materials including a powerpoint that discusses the books their group has read (20 points). **Part Three:** All students are expected to review the peer-presentation materials and provide feedback to other groups (10 points). Comprehensive rubrics will be provided.

Final Exam:

50 points

The final exam will be located on WebCt and will cover all content presented over the course of the semester including reading assignments, quizzes, presentations, videos, and additional lecture-based content. The comprehensive 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. In the event of computer failure during a final exam, students must notify the instructor immediately.

Grading Scale:

A = 233 – 250	A- = 228 – 232
B+ = 223 – 227	B- = 210 – 214
C+ = 205 – 209	C- = 193 – 197
D+ = 188 – 192	D- = 175 – 179
F < 175	

RECCOMENDED COURSE SCHEDULE

		Topics:	Readings	Module Activities	Completed by:
Week One	Module One	Syllabus review and course guidelines	Select and locate books based from approved list	<i>Complete student information pages</i>	<i>(June 3)</i>
	Module Two	Purpose, promise, planning and providing services	Hewett pgs. 5-87	<i>Group assigned Discussion board topic: collaboration and response</i>	<i>(June 5)</i>
		Collaborating with Parents and Families	Hewett pgs. 88-126	<i>Service delivery resource guides</i>	June 8
<u>Quiz One: June 5- June 8</u>					
Week Two	Module Three	Physical Disabilities, Health Impairments	Hewett pgs. 404-449	<i>ADA ecological assessment</i>	<i>(June 10)</i>
	Module Four	Low incidence disabilities	Hewett pgs 450-489	<i>Advocacy videos and discussion board response</i>	<i>(June 12)</i>
		Blindness and Low Vision <i>AND</i> Deafness and Hearing Loss	Hewett pgs. 330-403	<i>Virtual lab results and discussion board response</i>	June 15
		Intellectual Disabilities	Hewett pgs. 128-209		
<u>Quiz Two : June 12- June 15</u>					
Week Three	Module Five	Communication Disorders	Hewett pgs. 294-329	Group book reports due	
	Module Six	Autism Spectrum Disorders	Hewett pgs. 254-293	Documentaries Discussion	
	Module Seven	Emotional/Behavioral Disorders	Hewett pgs. 210-253	Interventions and strategies/accommodations and modifications	<i>(June 17)</i>
		Learning Disabilities	Hewett pgs. 170-209	Book reports due replies due	<i>(June 19)</i>
		Gifted and Talented	Hewett pgs. 490-530		June 22
<u>Quiz Three: June 19-22</u>					

Week Four	Module Eight			Transition discussion	<i>(June 24)</i>
		Early Childhood Special Education	Hewett pgs. 532-563	IFSP/IEP/ITP evaluations	<i>(June 27)</i>
		Transition	Hewett pgs. 564-596	Observation Projects due	June 29
<u>Quiz Four: June 26-29</u>					
<i>FINAL EXAM June 30 –July 3</i>					