

AEDX 400 Section 300 Introduction to Individuals with Exceptionalities

Instructor: Carmen B. Downs M.Ed.

Semester: Fall 2008

Office: N/A

Telephone: Clearwater Elem. (2:45-3:30) 803-593-7240

Cell-leave message 803-507-5786

Fax: N/A

Meeting Time: Mondays from 4:30- 7:10 p.m.

Meeting Place: H & SS Room 111

Email: cdowns@aiken.k12.sc.us

Office Hours: By appointment after my school hours and by email

The instructor will use candidates' USCA email accounts for correspondence. Candidates must know how to access their university email account and frequently check this account (i.e., at least **weekly**)

I. Descriptive Information

A. Introduction to People with Exceptionalities (AEDX 400)

B. *Introduction to People with Exceptionalities* (AEDX 400) surveys the development of special education; current legal guidelines with emphasis on public school mandates; various clusters of exceptionalities, their definitions, classification, identification, prevalence, causes, characteristics, education needs; and inclusion of students with exceptionalities within the general education classroom.

C. USCA School of Education Conceptual Framework: The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as a Professional.

II. Course Goals and Objectives

A. General Goals

The USCA candidate in Teacher Education will grow professionally and personally as demonstrated by examinations, written and non-written assignments, and active participation in the acquisition of beginning competencies for assisting the learner with exceptionalities, including surveying and applying current research findings.

B. Instructional Objectives

Each candidate will:

1. Discuss relevant laws, emphasizing Section 504, Public Law 94-142 and each of its Reauthorizations, and ADA, particularly provisions regarding the IEP and IFSP;
2. Describe special education services, historical and current, emphasizing the inclusion of students with exceptionalities in general education classrooms and its relation to physical, social, emotional, and cognitive developmental needs of individuals with exceptionalities of all ages and their environments;
3. Identify service delivery to learners with exceptionalities and their families, including the roles of individuals within the school system and supporting agencies with an emphasis on collaboration by relevant entities;
4. Describe adapted materials and methods, including technology, for the learner with exceptionalities at different levels of needs and ages;

5. Compare needs of students with academic giftedness with intervention programs;
6. Identify supporting agencies, community and parent groups, and professional associations, including the Council for Exceptional Children;
7. Discuss assessments used by the classroom teacher and specialists to meet various requirements;
8. Identify effective means for communicating and collaborating with parents and with students with disabilities from differing linguistic and cultural backgrounds; and
9. Identify effective means for interdisciplinary communication and collaboration in order to enhance the lives of people with disabilities and their families.

III. Course Readings

Smith, D. D. (2007). *Introduction to special education: Making a difference* (6th ed.). Boston: Pearson/Allyn and Bacon.

Notbohm, Ellen. (2005). "Ten Things Every Child With Autism Wishes You Knew". Future Horizons.

Additional text and article readings may be assigned at the Instructor's option. Candidates will be expected to read and understand handouts distributed in class.

IV. Instructional Procedures

This course includes the use of lecture, small and large group discussion, and group activities.

V. Course Requirements

A. Administrative Requirements

1. It is the responsibility of all members of the USCA academic community to promote, maintain, and enforce academic honesty as noted in the **Academic Code of Conduct** published in the *USCA Student Handbook*. You have the right to expect that the provisions of this Code will be enforced. I will do so. The following statement is to be included **at the end of every assignment**:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

Points will be deducted for assignments turned in without the Academic Code of Conduct.

2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B & E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation. Given the definition of *fair* for this course, I am confident we can arrange seating, testing, or other accommodations. See me after class, or arrange an appt. with me, **during the first week of the semester**.

3. **Attendance** at all class sessions on campus is expected. Remember, we are only meeting once a week so it is vital that you receive all information first hand. You are expected to be present and on time for all classes. Absence from a class, excused or not, does not alter the responsibility of completing all assigned work. Any absence from **one** scheduled class meeting on campus could result in a lowering of your final grade by one letter grade. Arriving late or leaving early (more than 10 minutes) could also result in a reduction of points (1/2 an absence for each occurrence).

B. Assignments

Exams (2 @ 100 pts each)

Chapter Discussion Questions (3 @ 33, 33 and 34 pts each for a total of 100)

Book Review (50 pts)

Group Presentation (50 pts)

Quizzes on textbook chapters (100 pts each)

2 Extra Credit assignments (will substitute for 2 lowest quiz grades)

VI. Evaluation and Grading Scale**A. Grading Scale**

A	(93% - 100%)
B+	(90% - 92%)
B	(83% - 89%)
C+	(79% - 82%)
C	(70% - 78%)
D+	(66% - 69%)
D	(60% - 65%)
F	(60% and below)

B. Incompletes

This course was designed so that you can successfully meet your responsibilities within this semester. However, given extenuating circumstances, an Incomplete may be assigned at the discretion of the Instructor. Valid evidence must be presented that you were unable to complete all the required work for the course due to circumstances beyond your control. Prior arrangements must be made with the Instructor for such a grade to be assigned and the appropriate form submitted. Review USCA policy for additional information. **NOTE:** Falling in or out of love is not considered to be a circumstance beyond the candidate's control sufficient for receiving an Incomplete.

C. Evaluation Criteria

Grading in this course will be determined by examinations; critical reading, writing, and other activities regarding the course material; and by contributing to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. Completing assigned readings and coming to class prepared to engage in focused discussions are necessary for making the course a meaningful experience. The following general standards are used as a referent for written materials:

Excellent writing: Clearly articulated, organized, developed, and accurate ideas that convey reflective insight. Fluid language, with appropriate vocabulary, syntax, grammar, and usage are expected.

Good writing: Ideas are accurate and organized, usually clear and adequately developed. Minor errors in vocabulary, syntax, grammar, or usage exist.

Fair writing: Ideas are mostly accurate and organized, but some lack of development creates ambiguity. Some errors in vocabulary, syntax, grammar, or usage, but not enough to be distracting, exist.

Poor writing: Written or oral work that has enough accuracy to indicate the candidate has made an effort at the assignment, but has failed to account for the complexity of the ideas. A moderate quantity of grammatical errors is present.

Unacceptable writing: Inaccurate work replete with various vocabulary, syntax, grammar, or usage errors.

D. Word Processing

All assignments turned in must be completed on a computer. Use a program that checks spelling and grammar. Papers must be double spaced using a 12 point font (Arial or Times New Roman) with one inch margins all the way around.

E. Regrades

Regrade requests must be submitted in writing, stapled to the back of the exam or assignment to be regraded. The request should contain a rationale as to why the information you originally wrote is correct and a reference to the material that supports the rationale must be provided. Regrades must be submitted to the Instructor by the start of the class immediately following the session in which the exam or assignment was returned to you.

F. Extra Credit

This course is designed so that candidates, who read and comprehend assigned readings and handouts, adequately prepare required and optional assignments, and study for exams will be successful. In addition, you may take the initiative at any time to discuss with the course instructor strategies that might improve your performance in this course. Completing your contractual obligations on time and according to the parameters explained in this syllabus and clarified in class therefore eliminates the need for extra credit assignments. Note: There will not be opportunities to revise and resubmit assignments after they have been evaluated and a grade recorded.

VII. Other Requirements**A. Readings**

1. You are responsible for reading and comprehending the text and any additional materials distributed or assigned.

B. Assignments

All assignments must be submitted at the beginning of class **on the day they are due**.

Penalties for late assignments will be as followed:

25% reduction in points if assignment is turned in within the first 24 hours after the due date

50% reduction in points if assignment is turned in between 24 and 48 hours after the due date

75% reduction in points if assignment is turned in between 48 and 72 hours after the due date

Zero points awarded for assignments turned in 72 hours after the due date.

Points will be deducted **before** the instructor grades the assignment.

C. Access to the Internet

1. All candidates must use their USCA **e-mail** account to correspond with the instructor by email.

D. Cell phones

1. Switch all cell phones and pagers to a non-audio mode **before** the start of class.

E. Good writing

1. The instructor of this course values good writing. Written work for this course may be used as a part of the required Writing Portfolio. For information regarding the portfolio requirements, consult your *USCA Undergraduate Bulletin* or visit Dr. Lynn Rhodes, Director of Writing Assessment, or Mr. Karl Fornes, Director of the Writing Room. Grammatical errors will result in a reduction in the number of points awarded for the assignment up to 10%.

2. If a comment such as, but not limited to, "Please seek assistance in the Writing Room" is written on your assignment it is expected that you will seek such assistance. Compliance will be noted via the form sent to me by the Writing Room assistant.

3. It is expected that appropriate language regarding people with disabilities will be used at all times. Failure to use appropriate language will result in a reduction in the number of points awarded for the assignment of up to 10%.

G. Policy on Written Work and Research

1. Candidates are encouraged to use all appropriate sources (e.g., books, audio and videotapes, interviews, lectures, and articles) as references. In every paper that includes outside sources, documentation of references is necessary to give value to the originality of your own contribution to the assignment and to avoid charges of plagiarism.

2. Plagiarism occurs when a writer takes any other person's ideas and/or language and uses the materials as his own without proper acknowledgment through some form of referencing. Plagiarism may be the result of carelessness, ignorance, or premeditation, but any form of it in any assignment is inappropriate. Papers that contain plagiarized material will result in the student receiving a failing grade on the assignment and a disciplinary report being sent to the appropriate administrative officer. This includes the chapter discussion responses. The following are some examples of plagiarism:

- a. Word by word copying without mentioning the author's name or without using quotation marks.
- b. Copying many words or phrases without mentioning the author's name or without using quotation marks.
- c. Copying an occasional key word or phrase without mentioning the author's name or without using quotation marks.
- d. Paraphrasing without mentioning the author's name.
- e. Taking another's ideas without acknowledging the source.

4. Each candidate for this particular course must write all papers, projects, or other assignments. Cite your source(s) when using information obtained from the Internet. No paper, project, or assignment may be submitted to fulfill the requirements of more than one course. Failure to adhere to this policy will result in disciplinary action being taken. If you have any question at all regarding this Policy on Written Work and Research, contact the Instructor immediately.

VIII. Progress in Course

A. Candidates are encouraged to meet with the Instructor regarding their progress in the course, completion of any assignment, or preparation for an exam. I look forward to assisting you as you work to be successful in this course.

IX. Description of Assignments

Exams: All candidates will take two written exams. See Tentative Schedule for content to be included. The exams will include both objective and subjective questions.

Due Dates: **Exam 1: October 6 @ 4:30 p.m.**
Exam 2: December 8 @ 5:00 p.m.

Chapter Discussion Questions: Candidates will answer THREE discussion questions throughout the semester. Candidates will have more than one question from which to choose. The instructor will grade candidates' responses based on their grammar/spelling, content and the ability to express their opinion. Responses comprised of three to four sentences are not acceptable. Answers should be approximately one page in length (12 pt., Times New Roman or Arial font, double spaced). Points will be deducted from responses that are turned in after the due date and time.

**Due Dates: Sept. 22nd
Oct. 20th
Nov. 17th**

Book Review: Candidates will read "Ten Things Every Child With Autism Wishes You Knew" by Ellen Notbohm and present a review of the book either through a written presentation or a visual presentation. The review can include, but is not limited to, a summary, reflection, and description of how this book might help you in your future career as a teacher.

Due Date: Nov. 10th

Group Presentation: In groups of 2, candidates will select a topic related to individuals with exceptionalities and create an approximately 15-20 minute presentation to present to the class. Candidates must have their topics approved by the instructor prior to giving their presentation. Failure to have your topic pre-approved will result in a deduction of points.

**Due Date: Start Nov.24th
Complete as needed, Dec. 1st**

X. Tentative Schedule*

<i>Date</i>	<i>Topic/Assignments</i>	<i>Reading</i>
Aug. 25	Course Overview Disabilities and Special Education: Making a Difference	Preface & Ch. 1 p. 3-37
Sept. 8	Individualized Special Education Programs We will look at a current IEP for Aiken County	Ch. 2 p. 41-73
15	Cultural and Linguistic Diversity Speech or Language Impairments <i>Guest Speaker: Tom Walpole (Speech Therapist)</i>	Ch. 3-4 p. 77-153
22	Learning Disabilities DISCUSSION QUESTION ONE DUE	Ch. 5 p. 157-197
29	Attention Deficit Hyperactivity Disorder Emotional or Behavioral Disorders <i>Guest Speaker: Stephanie Curtis (L.D/RTI)</i>	Ch. 6 p. 201-271 Ch. 7
Oct. 6	Midterm 4:30 SHARP!	Ch. 1-7
13	Mental Retardation Demo lesson of Mild Curriculum	Ch. 8 p. 275- 309

	20	Physical or Health Disabilities Deaf and Hard of Hearing M.R. Projects Due (Extra Credit) Discussion Question Two Due	Ch. 9 p. 313-389 Ch. 10
	27	Meet at 6:30 P.M. Topics due for Group Presentations.	
Nov.	3	Low Vision and Blindness Autism Spectrum Disorders	Ch. 11 p. 393-425 Ch. 12 p. 429-455
	10	BOOK REVIEWS DUE	
	17	Giftedness and Talent Development <i>Guest Speaker: Margaret Fussel (GT Teacher)</i>	Ch. 14 p. 493-525
		Very Low Incidence Disabilities: Multiple-Severe Disabilities, Deaf-blindness, and Traumatic Brain Injury Autism Projects Due (Extra Credit) Discussion Question Three Due	Ch. 13 p. 459-489
	24	GROUP PRESENTATIONS START	
Dec.	1	Group Presentations Continue Review for Final	
	8	Final Exam (5:00 p.m.)	Ch. 8-14

* The schedule may change at the instructor's discretion.