

AEDX 400 Section 001 Introduction to Individuals with Exceptionalities

Instructor: Windy Schweder, Ph.D.

Semester: Spring 2009

Office: B&E 204A

Telephone: 803/641-3689

Fax: 803/641-3698

Meeting Time: Online and selected Mondays from 4:30- 7:15 p.m.

Meeting Place: 130 B & E

Email: Windys@usca.edu

Office Hours: By appointment and on email

This is a hybrid course meaning that we will meet as a group at selected times throughout the semester. All other content will be available to you on the Internet and in the readings. Online content for this course is located at <http://blackboard.sc.edu>. It is your responsibility to check Blackboard on at least a **weekly** basis for assignments, updates, and supplemental materials.

Additionally, 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**)

It is imperative that you contact me by Friday, January 16th if you have any difficulties accessing Blackboard or your USCA email. Your success in this class depends on your ability to access Blackboard and communicate via your USCA email.

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.

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 and on Blackboard.

IV. Instructional Procedures

This is a hybrid course meaning that we will meet as a group at selected times throughout the semester. All other content will be available to you on the Internet and in the readings. Candidates are expected to maintain frequent contact with the instructor via email and during private conferences as needed.

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.

SS#

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. It is highly encouraged that official

documentation (i.e., from Disability Services) be given to instructors during the first week of the semester in order for a student to receive accommodations and/or modifications. Accommodations and/or modifications take effect from the time the instructors are notified with proper documentation and are not retroactive. Therefore grades received before the instructors are notified of a student's special needs stand as graded.

3. **Attendance** at all class sessions on campus is expected. You are obligated to do all of the work assigned. Punctual attendance is vital to the discharge of this obligation. Absence from a class, excused or not, does not alter this responsibility of completing all assigned work. Any absence from **one** scheduled class meeting on campus will result in a lowering of your final grade by one letter grade. Arriving late or leaving early (more than 10 minutes) will also result in a reduction of points (1/2 an absence for each occurrence).

B. Assignments

Exams (2 @ 100 pts each)	200 points
Chapter Discussion Questions (3 @ 25 pts each)	75 points
Film Review	50 points
Group Project	<u>75 points</u>
	Total points= 400

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)

I will use the grade sheet on Blackboard to calculate your grades. You may log onto Blackboard at anytime to check your grade in this course.

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 written in APA format.

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 **by 5:00 p.m. EST on the day they are due**. Since this is an online course, all assignments must be turned in electronically. The discussion question responses will be posted under the discussion board section of Blackboard. All other assignments will be turned in via email. Assignments may be submitted early. Losing your paper in the computer, or difficulties with email or Blackboard will not be accepted as an excuse for a late assignment. 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 and to turn in all assignments other than the discussion question responses. All candidates must have access to the Internet. Candidates are required to check their USCA account throughout the week. Additionally, candidates must access the Blackboard website at <http://blackboard.sc.edu> on a weekly basis to receive announcements and download handouts.

D. Labeling attachments

1. Labeling is extremely important so that your assignment does not overwrite someone else's assignment or one of your previous assignments AND so that I can easily track all the assignments that have been received. For example, my film review would be labeled: Schweder film review.doc. **Points will be deducted** for assignments that are incorrectly labeled. If you have problems sending a MS Word document, please ask for instructions on how to convert a file to Rich Text Format (.rtf).

E. Cell phones

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

F. 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. **All assignments with the exception of the discussion questions and group presentations) must have a title page.** Chapter discussion question responses and the film review must be double-spaced with 1" margins on all four sides, typed in 12 point font (Arial or Times New Roman), and reflect proper documentation of references (i.e., APA format). Chapter discussion responses should equal one page, double spaced when cut and pasted into a word processor.

2. 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.

3. 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. 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.

Due Dates: Exam 1: February 23 @ 4:30 p.m.
Exam 2: May 4 @ 5:00 p.m.

Chapter Discussion Questions: Candidates will answer THREE discussion questions throughout the semester. Responses to these questions will be posted on the Blackboard discussion board. Candidates will have more than one question from which to choose. The instructor will grade candidates' responses based on their organization, clarity, and thoroughness. 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) in APA format with proper sources cited. Additionally, candidates should type the question they are answering at the top of their response. Candidates are encouraged to start a dialogue with their peers by posting responses to their classmates' answers. Candidates should post their answers on the Blackboard discussion board no later than 5:00 p.m EST on the day that they are due. Points will be deducted from responses that are posted after the due date and time. On occasion Blackboard is down due to high traffic or site maintenance. Please plan ahead in order to get your responses posted by the due date.

Due Dates: Jan. 26
Feb. 9
Mar. 23

Film Review: Candidates will view a popular film about an individual with an exceptionality (e.g., *A Beautiful Mind*, *I Am Sam*, *Radio*, *What's Eating Gilbert Grape*, *The Other Sister*, *Rainman*) and write a review. The review is to include an *original* summary (i.e., not cut or pasted from an Internet site), reflection, and description of how this film will affect you in your future career as a teacher.

Due Date: Mar. 2

Group Project: In groups of four, candidates will select a topic related to individuals with exceptionalities and create a Power Point presentation to turn into the instructor. Candidates must have their topics approved by the instructor *in writing* prior to turning in the presentation. Failure to

have the group's topic pre-approved or not approved in writing will result in a grade of zero for the assignment. See rubric for additional information on completing the group project.

Due Date: Apr. 6

X. Tentative Schedule*

<i>Date</i>	<i>Topic/Assignments</i>	<i>Reading</i>
Jan. 12	MEET ON CAMPUS Course Overview Disabilities and Special Education: Making a Difference	Preface & Ch. 1
19	IEPs: Planning Services	Ch. 2
26	Cultural and Linguistic Diversity Speech or Language Impairments DISCUSSION QUESTION ONE DUE	Ch. 3-4
Feb. 2	Learning Disabilities	Ch. 5
9	Attention Deficit Hyperactivity Disorders DISCUSSION QUESTION TWO DUE	Ch. 6
16	Emotional or Behavioral Disorders	Ch. 7
23	MEET ON CAMPUS Midterm (4:00 pm)	Ch. 1-7
Mar. 2	Mental Retardation FILM REVIEW DUE	Ch. 8
9	Physical or Health Disabilities	Ch. 9
16	Physical or Health Disabilities cont'd	
23	Deafness and Hard of Hearing DISCUSSION QUESTION THREE DUE	Ch. 10
30	Low Vision and Blindness	Ch. 11
Apr. 6	Autism Spectrum Disorders GROUP PROJECT DUE	Ch. 12
13	Autism Spectrum Disorders cont'd	Ch. 12
20	Very Low Incidence Disabilities	Ch. 13
27	Giftedness and Talent Development	Ch. 14
May 4	MEET ON CAMPUS Exam #2 (5:00 p.m.)	Ch. 8-14

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