Faculty Committee on Graduate and Continuing Education

Proposal to Change a Graduate Course

Department: TEDU (School of Education, Health, and Human Performance)
Graduate Program: MAT Special Education

Will this course be cross-listed with an undergraduate or other graduate course? ☑ YES ☐ NO

If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2011

Change(s) desired: Cross-list EDFS 710: Introduction to Exceptional Children and Youth
duction to
EDFS 345: Intro Education of Exceptional Child and Youth.

Justification for change(s): Both are initial certification courses containing the same content. In order to maintain the viability of two programs that contain small numbers of students, these courses may need to meet during the same period.

Relationship of change to the College of Charleston Strategic Plan and to the strategic plans of your department, school, and the Graduate School: Cross-listing will help us meet our target in Delaware numbers. Cross-listing these courses will also bring the Special Education Program in line with the other TEDU programs that are already cross-listing some of their courses.

Signature of Program Director: Angela Greyson Coye
Date: Nov 23, 2010

Date approved by the Department:
Nov 18, 2010

Signature of Department Chair: Meta Van Decker
Date: Nov 18, 2010

Signature of Schools’ Dean: James Wurtz
Date: 11-24-10

Signature of Provost: [Signature]
Date: 12-3-10

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education:
Date: 2/23/2011

Signature of Chair of Grad Council: Amy Rose Jones
Date: 2/23/11

Signature of the Faculty Secretary: [Signature]
Date: 

August 2010
Prerequisites: Permission of instructor - graduate standing and admission.


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:

1. To develop an understanding of the field of special education as an evolving and changing discipline.

   BENCHMARKS
   Describe models, theories, and philosophies that form the basis for special education practice (CC1K1) • describe laws, policies, and ethical principles regarding behavior management planning & 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 (CC1K8)

   STANDARDS
   SOE  CEC
   I, II, VII 1

2. To follow the professions ethical & professional practice standards.

   BENCHMARKS
   Identify personal & cultural biases & 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, & written language effectively (CC9S8)

   BENCHMARKS
   Describe issues in definition & identification of individuals with ELN, including those from culturally & linguistically diverse backgrounds (CC1K5) • describe similarities & 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 & social abilities, attitudes, interests, & values on instruction & career development (CC3K2) • compare & contrast variations in beliefs, traditions, & values across & within cultures & their effects on relationships among individuals with ELN (CC3K3).

   STANDARDS
   SOE  CEC
   I, II, VII 1, 2, 3

3. To demonstrate an understanding of the characteristics between & among individuals with & without exceptional learning needs & the effects that an exceptional condition can have on an individual's learning in school & throughout life.

   BENCHMARKS
   Discuss the impact of learner’s academic & social abilities, attitudes, interests, & values on instruction & career development (CC3K2) • discuss differing ways of learning of individuals with ELN including those from culturally diverse backgrounds & strategies for addressing these differences (CC3K5) • explain augmentative & assistive communication strategies (CC6K4) • describe theories & research that form the basis of curriculum development &

   STANDARDS
   SOE  CEC
   I, III 3, 4, 6, 7
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.

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).

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

Explain roles of individuals with EI, N, families, & school & community personnel in planning of an IEP (CC1K2) • discuss concerns of families of individuals with exceptional learning needs & strategies to help address these concerns (CC1K3) • 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 a graduate student, 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:

40 points

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.
Research Documentary: 20 points
Students are required to research and report on an educational documentary that addresses exceptional children or youth. A one to two page typed report is to be submitted at the time of the report to the class.

Quizzes: 90 points
Six quizzes are scheduled during the semester composed of multiple choice and true false questions based on reading assignments, class discussion, and exploration presentations. There will be 6 quizzes for 15 points each. Quizzes are given online.

Hot Topics: 20 points
Each student will lead 2 discussions about a current issue in special education of a local, state or national significance. The issue could be featured in a newspaper, magazine or on a news program. The format of presentation 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: 50 points
Special education degree students will make scheduled observations in special and 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.

Professional Roles Project: 30 points
Students will also interview two professionals in different positions within the K-12 public schools. The interviews should be summarized according to instructions provided in class. All students will present their interviews and observations in class.

Exploration Presentation: 70 points
Each student will complete a 15-20 minute introductory presentation using a minimum of three references. Presentation must be directly related to the topic assigned for class on the day of the presentation. Students must be prepared to complete the presentation at the beginning of class.

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. The last night of class a case study to analyze will be given.

*ALL ASSIGNMENTS MUST BE TYPED - HANDWRITING WILL NOT BE ACCEPTED!

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>420 to 391</td>
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<tr>
<td>B+</td>
<td>390 to 370</td>
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<td>B</td>
<td>369 to 348</td>
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<td>C</td>
<td>347 to 328</td>
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<tr>
<td>C+</td>
<td>327 to 311</td>
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<td>F</td>
<td>310 or below</td>
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# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>Introduction and Foundations</td>
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<tr>
<td>Historical Perspectives, Litigation &amp; Legislation</td>
<td>Chapters One, Two &amp; Three Quiz #1: Chapters 1-3</td>
</tr>
<tr>
<td>Overview to Exceptionalities: Identification, Eligibility &amp; Schools</td>
<td>Chapters Four &amp; Five</td>
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<tr>
<td>Learning Disabilities</td>
<td>Chapter Six</td>
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<tr>
<td>Learning Disabilities</td>
<td>Chapter Six Quiz #2: Chapters 4-6</td>
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<tr>
<td>Emotional / Behavioral Disabilities</td>
<td>Chapter Seven</td>
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<tr>
<td>Mild Intellectual Disabilities</td>
<td>Chapter Eight Quiz # 3: Chapters 7-8</td>
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<tr>
<td>Attention Deficit / Hyperactivity Disorders and Autism Spectrum Disorders</td>
<td>Chapter Nine Chapter Ten Quiz #4: Chapters 9-10</td>
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<tr>
<td>Communication Disorders</td>
<td>Chapter Eleven</td>
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<tr>
<td>Severe Intellectual &amp; Multiple Disabilities</td>
<td>Chapter Twelve Quiz #5: Chapters 11-13</td>
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<tr>
<td>Sensory Impairments</td>
<td>Chapter Thirteen Observation and Professional Roles Report Due</td>
</tr>
<tr>
<td>Traumatic Brain Injury, Physical Impairments and OHI</td>
<td>Chapter Fourteen Quiz #6: Chapters 14-15</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>Chapter Fifteen</td>
</tr>
<tr>
<td>THANKSGIVING - NO CLASS</td>
<td>Happy Turkey Day!!</td>
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<tr>
<td>Other Topics of Interest</td>
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</tbody>
</table>
Faculty Committee on Graduate and Continuing Education

Permission to Cross List a Graduate Course

Note: This form must **ALWAYS** be accompanied by either a *New Graduate Course Proposal* form or a *Proposal to Change a Graduate Course* form.

1. The course is:
   a. ☐ New Course (Course Number/Title___________________________ TERM___________________________)
   b. ☒ Existing Course (Course Number / Title: **EDFS 710 Introduction to Exceptional Children and Youth** ____________________________ TERM___________________________)
   c. ☐ Special Topic Course (Course Number / Title ____________________________ TERM___________________________)

2. This course will be cross-listed with an ☐ X **undergraduate** course (If so please complete **Section A** below) ☐ existing **graduate** course (If so please complete **Section B** below)

**Section A**

Undergraduate Course Number / Title **EDFS 345: Intro Education of Exceptional Child and Youth**

*Please submit separate syllabi for graduate and undergraduate courses.*

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Approval to cross-list the undergraduate course with a graduate course (please SIGN AND PRINT your name):

a. Department Chair of Graduate Course: [Signature]
   [Name]
b. Department Chair of Undergraduate Course: [Signature]
   [Name]
c. Graduate Program Director: [Signature]
   [Name]
d. Provost: [Signature]

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**Section B**

Graduate Course Number / Title of Existing Course

Program of Existing Graduate Course: **MAT Special Education**

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Approval of the program director of existing graduate course and of the requesting program director to cross-list the course (please SIGN AND PRINT your name):

"Host" Program Director: __________________________________________
"Requesting" Program Director: ______________________________________
Provost: _________________________________________________________

Reviewed by: [Signature] **Silvia Rodriguez Sabater**, Chair, Faculty Committee on Graduate Education  Date: **2/23/2011**

(Revised - August 2010)
COLLEGE OF CHARLESTON
EDFS 345: Introduction to Exceptional Children and Youth
Prerequisites: Permission of instructor - undergraduate standing and admission.


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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   BENCHMARKS
   Describe models, theories, and philosophies that form the basis for special education practice (CC1K1) • describe laws, policies, and ethical principles regarding behavior management planning & 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 (CC1K8)

   STANDARDS
   SOE  CEC
   I, II, VII 1

2. To follow the profession's ethical and professional practice standards.

   BENCHMARKS
   Identify personal & cultural biases & 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, & written language effectively (CC9S8)

   STANDARDS
   SOE  CEC
   IV 9

3. To demonstrate an understanding of the characteristics between & among individuals with & without exceptional learning needs & the effects that an exceptional condition can have on an individual's learning in school & throughout life.

   BENCHMARKS
   • Describe issues in definition & identification of individuals with ELN, including those from culturally & linguistically diverse backgrounds (CC1K5) • describe similarities & 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 & social abilities, attitudes, interests, & values on instruction & career development (CC3K2) • compare & contrast variations in beliefs, traditions, & values across & within cultures & their effects on relationships among individuals with ELN (CC3K3).

   STANDARDS
   SOE  CEC
   I, II, VII 1, 2, 3

4. To begin collecting evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs who may be in general classroom settings.

   BENCHMARKS
   Discuss the impact of learner's academic & social abilities, attitudes, interests, & values on instruction & career development (CC3K2) • discuss differing ways of learning of individuals with ELN including those from culturally diverse backgrounds & strategies for addressing these differences (CC3K5) • explain augmentative & assistive communication strategies (CC6K4) • describe theories & research that form the basis of curriculum development & instructional practice (CC7K1).
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 student, 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.

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COURSE REQUIREMENTS

Attendance and Participation: 50 points
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.

Quizzes: 90 points
Ten quizzes are scheduled during the semester composed of multiple choice and true false questions based on reading assignments, class discussion, and exploration presentations. There will be 10 quizzes for 10 points each your best 9 scores will be used for your grade.

**Hot Topics:**

Each student will lead 2 discussions about a current issue in special education of a local, state or national 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 presentation is as follows: (a) Give a brief summary of the issue (b) State why this is an issue (c) How does 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.
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4. Written work that was distributed and any visual presentation was accurate.
5. The article and typed summary are turned in when presented.

**Observations of Exceptional Students:**

Special education degree students will make scheduled observations in special and general education classrooms of volunteer teachers for a total of 15 hours. A written summary that links observations to student characteristics and issues discussed in class is required. Other students may substitute a 10-page research paper for this assignment, but are encouraged to make the observations if possible. Specific instructions will be provided in class.

**Professional Roles Project:**

Students will also interview two professionals in different positions within the K-12 public schools. The interviews should be summarized according to instructions provided in class. All students will present their interviews and observations in class.

**Exploration Presentation:**

Each student will complete a 10-15 minute introductory presentation using a minimum of three references. Presentation must be directly related to the topic assigned for class on the day of the presentation. Students must be prepared to complete the presentation at the beginning of class.

**Final Exam:**

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 ASSIGNMENTS MUST BE TYPED - HANDWRITING WILL NOT BE ACCEPTED!*

**Grading Scale:**

- 420 to 391 = A
- 390 to 382 = A-
- 381 to 374 = B+
- 373 to 361 = B
- 360 to 353 = B-
- 352 to 343 = C+
- 342 to 331 = C
- 330 to 322 = C-
- 321 and below = F
<table>
<thead>
<tr>
<th><strong>Topic</strong></th>
<th><strong>Readings &amp; Assignment Due</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Foundations</td>
<td></td>
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<tr>
<td>The Purpose and Promise of Special Education</td>
<td>Quiz Chapter 1</td>
</tr>
<tr>
<td>Overview of Exceptionalities: Identification, Eligibility &amp; Schools, Families and Culture</td>
<td>Quiz Chapters 2 and 3</td>
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<tr>
<td>Mild Intellectual Disabilities</td>
<td>Quiz Chapter 4</td>
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<tr>
<td>Learning Disabilities</td>
<td>Quiz Chapter 5</td>
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<tr>
<td>Emotional / Behavioral Disabilities</td>
<td>Quiz Chapter 6</td>
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<tr>
<td>Attention Deficit / Hyperactivity Disorders, Physical Impairments and OHI</td>
<td>Quiz Chapter 11</td>
</tr>
<tr>
<td>Autism Spectrum Disorders</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>Quiz Chapter 7 and 8</td>
</tr>
<tr>
<td>Severe Intellectual &amp; Multiple Disabilities Traumatic Brain Injury</td>
<td>Quiz Chapter 12</td>
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<tr>
<td>Sensory Impairments</td>
<td>Quiz Chapter 9 and 10</td>
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<tr>
<td>Gifted and Talented</td>
<td>Read Chapter 13</td>
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<tr>
<td>Early Childhood</td>
<td>Quiz Chapter 13 and 14</td>
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<tr>
<td>Transition</td>
<td>Read Chapter 15</td>
</tr>
<tr>
<td>Exam</td>
<td>(On Line)</td>
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