

California State University, Fresno – Spring 2012

CDDS 114 - EDUCATION OF EXCEPTIONAL CHILDREN, 3.0 units

Instructor: Nan Barker	E-mail: nanb@csufresno.edu
Phone: 278-6940	Class Time: 11:00 – 12:15, Tuesday & Thursday
Office:PHS 227	Class location: Ag 109

Office hours: Tuesday 9:30-10:30AM, 1:00-4:00 PM, Thursday 9:30 – 10:30, additional hours available by appointment. Office hours are subject to change to accommodate observations of student teachers working in the schools. Please email to confirm office availability.

Course Description:

This 3-unit course will familiarize you with the characteristics of exceptional children, diagnostic and instructional programs, legal and certification issues, and will include observations. Class content will focus on educational, psychological, physical, emotional, and medical aspects of exceptionality. In addition to lectures, the course will include guest speakers, videotapes, and required field trips. Prerequisites: none

Course Objectives

Describe the components of an Individualized Education Plan (IEP).

Define terms used in assessment and services provided by the Individuals with Disabilities Education Act (IDEA).

Compare services provided for exceptional children in early intervention programs, school programs and adult programs.

Identify how language diversity and cultural diversity influence assessment and services provided.

Describe characteristics associated with specific disabilities and list current prevalence data

Outline common services and interventions

Identify genetic and acquired causes of exceptionality

Observe exceptional children and their families on videotape and in local settings

Required Textbooks and Materials:

Hardman, M.L., Drew, C.J. & Egan, M.W. (2008). *Human Exceptionality* (10th Ed.). Houghton Mifflin.

9 Scantron Sheets, form 882-ES

Your own e-mail account

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C.: Author

Course Requirements:

A. Quizzes (40 points each for 6 quizzes, 240 total points)

There will be 7 quizzes covering one or two chapters in the text. Each quiz will consist of up to 20 multiple choice and true/false items and a short answer question. If a weekly quiz is missed, you will have the option of receiving a grade of 0% or taking a make-up quiz on Tuesday May 15, 2012. Your lowest quiz score will be excluded from the average in computing the final grade. You may make-up a maximum of TWO quizzes.

B. Internet Assignment (25 points)

DUE: Tuesday Feb 9, 2012 for posting summary, Feb 23 for responding to questions

To expand Internet expertise, each student will complete the following assignment:

- a. Browse the World Wide Web to find five resources that relate to education of exceptional children,
- b. Post a summary of the 5 sites you found on the Discussion Board of Blackboard for this course. Include in the summary the following information for each site:
 - a. The World Wide Web URL of your resources,
 - b. A 3-5-sentence summary of the information available on that site
 - c. Another sentence describing of who you feel would most benefit from each resource and how it would be useful.
- c. An example is posted on Blackboard.
- d. Go to the Discussion Board. Find a thread that no one has responded to yet. Post three questions about the information presented.
- e. Respond to the questions posted by one of your peers on the thread you created

C. Written Papers for Field trips and Videotape assignment

A total of three short written papers will be submitted summarizing the field trips and the “out of class” videotape you have selected. You will also include one full page of your personal impressions of each experience in the papers. Each paper is to be a minimum of three full pages, double-spaced, typed, and must be submitted on the date due. The grade for any paper submitted after the due date will be lowered by 3 percentage points for each calendar day late. Papers will be graded according to the following criteria:

1. Thoroughness (10 points)
2. Personal Impressions (10 points)
3. Clarity / Organization (15 points)
4. Writing Style (grammar, spelling, etc.), use of APA guidelines (15 points)

Any student may submit a rough draft of the written assignment one week prior to the due date to receive feedback on content and grammar.

After the video summary and Addicott visit papers have been evaluated by the instructor, all students will resubmit a corrected paper within one week. (5 points each)

D. Videotape (50 points for paper, 5 points for resubmitted paper) Paper due: Tuesday January 26, 2012

Each student will watch one videotape and prepare a three page written paper, two pages summarizing the content of the videotape with at least one full page of how you felt watching the video. Do not include any opinions about the actors or how well the movie was made. Do include a concise summary of the events of the video, focusing on the relationships between the main character and other people in their lives and your personal

reactions. University policy on plagiarism requires that you cite all sources of information used to compose a written paper. See above notes on APA guidelines. All video summaries will be submitted on Blackboard using Safe Assignment, as well as a hard copy submitted on or before the due date. You may select from the following videotapes (available from video rental stores or can be rented online):

Lorenzo's Oil My Left Foot Rain Man Mask Elephant Man The Other Sister

For late assignments, 3 percentage points will be taken for each calendar day late.

E. Field Trips (50 points for each paper, 5 points for resubmitted Addicott paper) Paper due: One week after trip

Two class field trips will be required. You will write a paper (3 page minimum) after each trip that will include a summary of your observations and at least one page of your personal impressions of the visits. Current American Psychological Association (APA) guidelines must be followed title page, running head, margins, font size, citing within the text, and writing style guidelines.

Tuesday March 20 or Thursday March 22 (tentative dates) Addicott School, 4784 E. Dayton, 11:00 – 12:00

Tuesday April 24 or Thursday April 26 (tentative dates) UCP Technology Lab, 4224 N. Cedar, [10:30]11:00-12:00

F. Exams (75 points total)

The mid-term and final exams will be multiple choice/true-false, and will cover all class presentations not covered in previous quizzes (lectures, videotapes, guest speakers, field trips, etc.) and could include one chapter from the textbook. Final exam Tuesday May 15, 2012, 11-1

Grading

450-500 points	90%	A
400-449 points	80%	B
350-399 points	70%	C
300-349 points	60%	D
Below 299 points	0-59%	F

Weighting of grades will be:

Quizzes	240 points total	48%
Written papers	150 points total	30%
Midterm & Final	75 points total	15%
Internet Assignment	25 points	5%
Resubmitted papers	10 points	2%

Study Expectations

It is usually expected that students will spend approximately 2 hours of student time outside of class for every one hour in class. For this 3-unit class, you should expect to spend 6 hours per week outside of class, reading the textbook prior to class discussions on that chapter, completing study guides, writing assignments, and the Internet assignment. It is expected that you will attend class guest speakers, lectures and attend all field trips. It is expected that you will follow the schedule provided for all reading, quizzes and assignments without reminders.

Course Policies

Regular attendance in class is expected. Please notify me in advance if you will be absent from class. (278-6940) or nanb@csufresno.edu

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are

maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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The mission of the Department of Communicative Disorders and Deaf Studies at California State University, Fresno is to disseminate knowledge and train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.

**CDSS 114 EDUCATION OF EXCEPTIONAL CHILDREN
Tentative Schedule Spring 2012**

Jan 17	Introduction, course outline, etc. Understanding Exceptionalities (Ch. 1) History of Disability, ADA, Describing People, Multidisciplinary Roles and Responsibilities	Rent or download video from list in syllabus
Jan 19	Ch. 1 continued. Use of APA writing style	
Jan 24	Quiz Ch. 1; Education for All (Ch. 2) Origins of Sp Ed in the US, Right to Education, IDEA, Sp Ed Referral Process, NCLB , Section 504, Zero-Exclusion	
Jan 26	Ch 2 cont. Inclusion and Collaboration in the Early Childhood and Elem. School Years (Ch. 3) Inclusive Ed, Multidisciplinary Collaboration, The Early Childhood Years, The Elementary School Years	Video summary due
Jan 31	Quiz Ch 2; Transition and Adult Life (Ch 4) Research on the Lives of Adults with Disabilities, Closing the Gap: Transition Planning and Services, Person-Centered Transition Planning, Preparing students for Adult Life: The Role of Secondary Schools, the Adult Years,	
Feb 2	Guest Speaker: Marsha Martin	
Feb 7	Quiz Ch 3 & 4, Cultural and Linguistic Diversity (Ch.5) Purposes of and Approaches to Ed, Multiculturalism/Diversity and Special Ed, Multidisciplinary Collaboration in Meeting the Needs of Culturally and Linguistically Diverse Students, Parents from Different Cultures and Involvement in Sp Ed, Education for Culturally Diverse Students, Children Living in Poverty, Diversity Issues and Specialized Instruction CEC Ethical Principles for Special Education Professionals http://www.cec.sped.org/AM/Template.cfm?Section=Ethics _and_Practice_Standards http://www.cec.sped.org/Content/NavigationMenu/AboutC EC/Diversity/CECPolicies/DiversityTerminology2008.pdf	
Feb 9	Exceptionalities and the Family (Ch.6) Understanding Families, Reacting to Crisis, Family Characteristics and Interactions, Family Relationships, Family-Centered Support	Internet assign. Due
Feb 14	Guest speakers: Jill Harkness and Sandy Calderon, Exceptional Parents Unlimited	
Feb 16	Quiz Ch 5 & 6, Learning Disabilities & Attention Deficit/Hyperactivity Disorder (Ch.7) Definitions and Classifications, Prevalence, Characteristics, Assessment, The Elementary School Years, The Adolescent	

	Years, Multidisciplinary Collaboration: Education and Other Services, Intro to ADHD, Causation and Interventions,	
Feb 21	Video Learning Disabilities	
Feb 23	Ch 7 cont. and Emotional/Behavior Disorders (Ch.8) Definitions, Prevalence, Characteristics, Causation, Classification Systems, Assessment, Interventions	Internet responses due
Feb 28	Ch 8 cont. and <i>Video: Snapshots Behavior Disorders</i>	
March 1	Midterm Exam – including all guest speakers and videos, IEPs, IDEA, using APA and Ch 7	
March 6	Ch 9 Intellectual Disabilities Definitions and Classification, Prevalence, Characteristics, Causation, Educational Services and Supports, Inclusive Education	
March 8	Guest speakers: Grover and Catherine Waldon	
March 13	Ch 9 cont. and Severe and Multiple Disorders (Ch. 12) Definitions, Prevalence, Characteristics, Educational Services and Supports, The Elementary School Years, The Adolescent Years, Inclusive Education, Severe Disabilities and Biomedical Dilemmas	
March 15	Quiz Ch 8 & 9 , Autism Spectrum Disorders (Ch 11) Definition, Prevalence, Characteristics, Multidisciplinary Collaboration: Diagnosis and Intervention, Impact on the Family	
March 20	<i>Trip to Addicott (half of class) – not yet confirmed</i>	
March 22	<i>Trip to Addicott (half of class) – not yet confirmed</i>	
March 27	Guest speaker: Dr Christine Maul	Summary & reactions due for 3/20/11 trip.
March 29	Quiz Ch 11 & 12 Behavior plans	Summary & reactions due for 3/22/11 trip.
April 3	SPRING BREAK	
April 5	SPRING BREAK	
April 10	DIS Specialists, Technology support	
April 12	Sensory Impairments: Hearing and Vision Loss (Ch. 13), Hearing Loss, The Hearing Process, Multidisciplinary Educational Services and Supports for People with a Hearing Loss, Vision Loss, The Visual Process, Definitions, Classification of Vision Loss, Prevalence and Causes of Vision Loss, Characteristics, Educational Services and Supports, Education in the Least Restrictive Environment, Social Services	
April 17	Video: <i>Hear and Now</i>	
April 19	Physical Disabilities, Health Disorders, and Traumatic Brain Injury (Ch. 14)	

	Cerebral Palsy, Spina Bifida, Spinal Cord Injury, Muscular Dystrophy, HIV and AIDS, Asthma, Seizure Disorders, Diabetes, Cystic Fibrosis, Sickle-Cell Anemia, Traumatic Brain Injuries, Multidisciplinary Approach	
April 24	<i>Field trip to UCP Technology Lab (half of the class)</i>	<i>not yet confirmed</i>
April 26	<i>Field trip to UCP Technology Lab (half of the class)</i>	<i>not yet confirmed</i>
May 1	Ch 14 cont, video: <i>Traumatic Brain Injury</i>	Trip paper due
May 3	Quiz Ch 13 & 14 , Exceptional Gifts and Talents (Ch 15) Definitions and Concepts, Prevalence, Characteristics, Origins of Giftedness, Assessment, Services and Supports, Historically Neglected Groups	Trip paper due
May 8	Review for final	

FINAL EXAM Tues May 15, 2012, 11:00 -1:00 (including guest speakers and field trips)