Carson-Newman University
SPED 508: SURVEY OF PERSONS WITH EXCEPTIONALITIES
Course Syllabus

Course Instructor:
Email address:
Office Hours:
Phone:

Credit: Three (3) semester hours graduate

Required Texts:

Course Description: A survey of exceptionalities across the life span including intellectual, language, speech, auditory, visual, behavioral, neurological, and physical impairments. This course is a prerequisite for all SPED courses. Practicum required. This course addresses the area of cultural diversity in the CN Teacher Education Conceptual Framework and many of the skill and knowledge statements about diversity in the TN licensure matrixes. Written and oral communication are assessed in this course as required by the General Education guidelines. This course also addresses Goal IV, Personal and Social Responsibility, in the Carson-Newman General Education Requirements.

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<th>Course Objectives</th>
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<td>The students will demonstrate awareness and advocacy for the dignity and worth of diverse populations through: an understanding of society’s history of treatment of exceptional persons; an understanding of the dignity and worth of persons from diverse cultural, social, ethnic, and racial backgrounds and persons with exceptionalities; the ability to identify psychological, physical, educational, medical, behavioral, and learning characteristics and needs of individuals with exceptionalities; an understanding of the importance of maintaining ethical and professional standards and maintaining confidentiality with respect to sharing of personal information.</td>
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<td>The students will demonstrate knowledge of legislative mandates, regulations, and litigation regarding persons with exceptionalities through: an understanding of the definitions, etiologies,, and classification systems for various exceptionalities; an understanding of legislation, regulations, and litigation related to the field of special education and education and social rights of persons with exceptionalities.</td>
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<td>The students will demonstrate knowledge of a variety of educational, social, and vocational services available to persons with exceptionalities through: the ability to identify national, state, and local related and support services, organizations, advocacy groups, and government agencies concerned with special education; an understanding of the origin, development, and application of the principles of inclusion and least restrictive environment in terms of treatment of persons with exceptionalities in educational settings and in society; an awareness of medical procedures for students who are medically fragile; an awareness of environmental modifications promoting accessibility and usability of buildings and facilities by persons with exceptionalities.</td>
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<td>The students will demonstrate good written and oral communication skills.</td>
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**Attendance/participation.** This course is being offered on-line primarily to make it easier for students to fulfill the course requirements in a more flexible manner. Due dates are listed at the end of the syllabus and on the grade sheet. In order to move through the course at an appropriate rate, please be sure to complete assignments on time. Assignments more than 5 days late will not be accepted or graded.

**Students with disabilities.** Carson-Newman College is committed to extending access and opportunity to those who have disabilities. To request modifications or accommodations due to a disabling condition, or for a copy of the college policy concerning modifications or accommodations, you must contact David Humphrey in the Wellness Center at 471-3268 or the Baker Building at 471-4808.

**Problems.** If you are having trouble with the course, contact the instructor. I will be happy to discuss the material and expectations with you at any time…but please don’t wait until the end of the semester. Contact me early and don’t let a small problem become a big one.

**Syllabus changes.** The instructor reserves the right to adjust the syllabus and grading procedures accordingly to meet the needs of students. Students are responsible for recording any changes announced through the on-line course system.

**Use of People First and Inclusive language.** The use of inclusive and people-first language is strongly encouraged for class discussions and will be required for written work. The language we use and hear shapes our attitudes and perceptions. Replace terms like “man” and “mankind” with “human beings,” “humanity,” and “humankind”. Be sure to say “the person with mental retardation” rather than “the mentally retarded kid”.

**Academic dishonesty.** Plagiarism, cheating, and other forms of academic dishonesty are serious offenses, and the faculty member has the prerogative of invoking the severest penalty for an initial offense (see current catalog). Insofar as a first offense is concerned, the minimum penalty for plagiarism and/or cheating is a failing grade on the paper or exam; the maximum penalty in this instance is a failing grade in the course. Plagiarism and cheating will not be tolerated in any form and will be dealt with according to college policy. Discussing assignments is recommended, but the written work that you submit must be your own. When you write a paper, ideas borrowed directly from others must be acknowledged in footnotes, endnotes, or parenthetical notation. Material that is copied *verbatim* should appear in quotation marks or set off in an indented, single-spaced format. If you have any doubts about what constitutes plagiarism or cheating or how to cite sources properly, please see me.

**Activities.** Community observations, presentations, text readings, supplementary readings, audio-visual presentations, reactions, and discussion.

**Practicum experience:** 25 hours of practicum work are required with persons with disabilities in public school, pre-school, or another type of educational setting. Each student is expected to conduct a case study, to provide a written reflection of practicum experiences, and to have the various log sheets and surveys completed. Follow the instructions in the practicum packet to report your practicum experiences to the instructor.
Method of Evaluation:

1. 14 quizzes at 20 pts each  280 pts.
2. Websites Reflection  100 pts
3. Four Mini-Research Papers @ 100 pts each  400 pts.
4. Practicum  220 pts

TOTAL POSSIBLE POINTS:  1,000

Grading Scale:  94-100%=A; 87-93%=B; 80-86%=C; 75-79%=D; 0-75%=F

Calendar

Ch 1 quiz
Websites Reflection
Ch 2 quiz
Mini-paper #1: History of legislation/litigation of special education
Ch 3 & 4 quizzes
Mini-paper #2: Keys to Collaboration
Ch 5 quiz
Ch 6 & 8 quizzes
Mini-paper #3: High incidence disability (learning disability, ADHD, mild cognitive deficits)
Ch 9-13 quizzes
Mini-paper #4: Low incidence disabilities
Quiz 14: Practicum Paperwork

Instructions for the assignments are found on the Assignments sheet and point values for them are found on the Grade Sheet. Both of these can be found under the Syllabus section on the front page of the course website.