

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE Desired Term and Year of Implementation (e.g., Fall 2008):
 Spring 2012

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* CHAD 339

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Exceptional Children and Adolescents

6. Abbreviated Title for Banner:
 (no more than 25 characters, including spaces)
 Exceptional Child/Adoles

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

This course examines the developmental trajectories of exceptional children and adolescents in the contexts of the family, school, and community. The focus is on disabling conditions and diversity in young people including the causes and characteristics of physical and mental disabilities and giftedness, the identification of individuals as exceptional, and interventions provided for these individuals. The course includes examination of discrimination and the efforts undertaken to protect the rights of exceptional children and adolescents.

Prereqs: see below

9. Why is this course being proposed?
 As an elective for the new Child and Adolescent Development degree

10. Mode of Instruction*
 (See pages 17-23 at <http://www.calstate.edu/clm/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-03
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.
 n/a

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No
 (Psyc 100 & 210) or Psyc 100, 330 & 348
with a grade of C (70) or better.

17. Corequisite(s): Yes No

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information - all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Elective in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon B. Hamill</u> Signature	<u>9/1/07</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Liberal Studies Discipline	<u>[Signature]</u> Signature	<u>10/31/07</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Education Discipline	<u>[Signature]</u> Signature	<u>10/18/07</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Sharon Hamill 08/30/07 Date

2. Program Director/Chair Sharon B. Hamill 9/1/07 Date

3. College Curriculum Committee [Signature] 11/08/07 Date

4. College Dean (or Designee) [Signature] 11/9/07 Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

CHAD 339: Exceptional Children and Adolescents California State University, San Marcos

Dr. Sharon Hamill	Spring 200x
Office: UH 304	Days/time: TTh 11:30-12:45pm
Office Hours: T 1-2pm; TH 10:30-11:30am or by appointment	Location: UH 371
Phone: 750-8029 Email: shamill@csusm.edu	Support Staff: Soheyla Mohseni or Karen Harris at 750-4102

Texts:

Hardman, M. Drew, C., Egan, M., & Wolf, B. (2005). *Human exceptionality: School, community and family* (8th Edition). Boston: Allyn and Bacon.

Additional articles available on WebCT.

Course Description:

This course examines the developmental trajectories of exceptional children and adolescents in the contexts of the family, school, and community. The focus is on disabling conditions and diversity in young people including the causes and characteristics of physical and mental disabilities and giftedness, the identification of individuals as exceptional, and interventions provided for these individuals. The course includes examination of discrimination and the efforts undertaken to protect the rights of exceptional children and adolescents. **Course prerequisites:** Completion of 210 and 330 or 348.

Course Objectives :

Upon completion of the course, students will be able to:

Knowledge:

- Provide a chronology of the evolution of special education in the U.S.
- Demonstrate knowledge of legal issues related to educational and other services provided to individuals with disabilities.
- Describe special education including inclusion, mainstreaming, and the least restrictive environment.
- Define the Americans with Disabilities Act and the protections it offers exceptional individuals.
- Describe and provide examples of disabling conditions in childhood and adolescence.
- Demonstrate a knowledge base about development that allows them to understand the differences between "typical" and "exceptional" human development.
- Explain the possible causes and characteristics of learning and behavior disorders, speech and language disorders, physical and health disorders, and mental health disorders.
- Define and identify giftedness in childhood and adolescence.
- Describe the prevalence of disorders listed above and giftedness.
- Explain the role that the family, school, and culture play in affecting the development of exceptional children and adolescents.
- Identify and evaluate the effectiveness of intervention strategies used with exceptional children and adolescents

Skills:

- Summarize research articles and book chapters on the development of exceptional children and adolescents.
- Identify agencies that can assist families with exceptional children and adolescents.
- Locate appropriate empirical studies in academic journals.
- Cite references in APA style.

Course Requirements:

This course is designed to provide knowledge of developmental disabilities and giftedness in children and adolescents. Students will be exposed to theoretical models and empirical studies of exceptional development. Students will demonstrate mastery of course material through their performance on three exams, and four written assignments (journal article reviews, elective assignments and environment observation; see below).

Evaluation:

Evaluation of your mastery of course material will be based performance on course requirements. Each of the graded components will be weighted as follows:

Task	% of course grade	number of points
3 exams (100 points each)	60%	300
Journal Article Reviews	15%	75
Electives	15%	75
Environment Observation	5%	23
Class Attendance	5%	27
TOTAL	100%	500

Grades will be based on points earned. The grade breakdown is as follows:

A- = 450 - 459	B- = 400 - 419	C- = 350 - 369	D- = 300 - 319	F = below 300 points
A = 460 - 500	B = 420 - 434	C = 370 - 384	D = 320 - 334	
	B+ = 435 - 449	C+ = 385 - 399	D+ = 335 - 349	

Students will have the opportunity to earn extra credit points for attending presentations by speakers the instructor invites to campus and/or by participating in research or other activities (to be approved by the instructor). **Students are responsible for knowing what their current grade is at any point in the semester (see WebCT Grades)**

NO LATE PAPERS WILL BE ACCEPTED. THEY ARE TO BE TURNED IN TO ME, IN CLASS ON THE DAY THEY ARE DUE. Start early; I will be happy to assist you with your assignments. No make-ups will be given for exams unless there are very special circumstances and I am informed **PRIOR** to the exam. If an emergency arises that will prevent you from turning in the paper on time or taking a scheduled exam, **YOU MUST CONTACT ME DIRECTLY (I.E., NO VOICEMAIL OR EMAIL) BEFORE THE EXAM OR PAPER IS DUE. MAKE-UP EXAMS OR LATE PAPERS WILL ONLY BE ACCEPTED IF THE STUDENT CONTACTS ME BEFOREHAND AND THE EMERGENCY IS VERIFIED BY APPROPRIATE DOCUMENTATION.** If you can't reach me directly, contact my support staff, Soheyla Mohseni or Karen Harris (750-4102), or the Dean of Students office (750-4935).

In compliance with federal ADA laws: If you have a need for any in-class accommodations or special test-taking arrangements because of a verified physical or perceptual limitation, please speak with me during the first two weeks of class.

Academic Honesty: Cheating or plagiarism (presenting the words or ideas of others as your own) will result in failure of the assignment, possible failure of the course, and notification of the offense to the University. **Note: Copying text from another source without giving the proper citation is considered plagiarism.**

Class Materials Information

- **Available on WebCT:** Syllabus, lecture outlines, study guides, assignment instructions and grade sheets, class email and grades. **Please use WebCT to email me when you have course-related questions.**

Writing Assignments

All of the assignments below will be described in more detail in separate handouts.

- **Journal Assignment:** Students will select a topic from a reference list provided (e.g., inclusion of children with learning disabilities in the classroom; family challenges in dealing with a child with Tourette's syndrome; sibling relationships among cancer victims). They will read the article from the list and find two additional empirical articles on the same topic. Students will write a 6-page journal summary paper describing each of the three articles.
- **Electives:** Students will choose from a list of activities to complete. Examples include: attending a meeting of an agency concerned with services to the disabled; finding recreational opportunities for children/adolescents with disabilities (e.g., National Ability Camp); exploring avenues for gifted children/adolescents to obtain enhanced educational experiences; watch a film that focuses on problems related to the disabled; interview a special education teacher or the parent of a disabled or gifted child/adolescent; observe in a special education or gifted classroom. Students will write a 2 page paper for each activity they complete.
- **Environment Observation:** Students will identify a specific disability and write about it in a 4-page observation paper. Students will consider their environment through the limitations of the disability they focus on. For example, if they choose to focus on blindness, they will write a paper on how they would be able to cope in their own environment with this disability. They would note the physical challenges of the environment and how their environment could be adapted to accommodate their needs.

No Late Papers/projects will be accepted.

Final Grades

A final word on final grades:

This course is a rigorous course on the study of risk and resiliency in childhood and adolescence. You earn your final grade by earning points in the class for various tests and assignments. I cannot award "extra" points after the final exam or allow you to complete "extra" work so that you can pass the class. You are responsible for knowing what your grade is in the class at all times, and doing what is necessary to earn a passing grade. I am happy to work with you during the semester to help you to be successful. Please don't hesitate to contact me and ask for help – this is my job and I enjoy it!!

Tentative Course Schedule

Date	Topic and Assignments	Readings
Wk 1:	Course Introduction Overview of Exceptionality – from disabilities to giftedness <ul style="list-style-type: none"> • The process of identification of exceptional children • Definitions of exceptional children • Intelligence tests 	<ul style="list-style-type: none"> • Hardman ch. 1 • England, R. (2004). Rethining the assessment of maladaptive behavior. In K. Alexander and R. C. Hunter (Eds.), <i>Administering special education: In pursuit of dignity and autonomy</i> pp. 101-118. Amsterdam: Elsevier • Gregg, N. (2006). Review of Specific Learning Disabilities and Difficulties in Children and Adolescents: Psychological Assessment and Evaluation. <i>Journal of Psychoeducational Assessment</i>, 24(1), 75-84.
Wk 2:	History, legal and educational issues <ul style="list-style-type: none"> • Inclusion and mainstreaming Overview of disabilities across childhood and adolescence	<ul style="list-style-type: none"> • Hardman ch. 2, 3, & 4 • Harriott, W. A. (2004). Inclusion of children with disabilities in the general education classrooms. In K. Alexander and R. C. Hunter (Eds.), <i>Administering special education: In pursuit of dignity and autonomy</i> pp. 135-166. Amsterdam: Elsevier. • DeMers, S T., & Nellis, L. (2006). Assessing eligibility for and appropriateness of Special Education Services. In S. N. Sparta & G. P. Koocher (Eds.), <i>Mental health assessment of children and adolescents</i> (pp. 230-244). New York: Oxford University Press.
Wk 3:	Multicultural and family issues <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Hardman ch. 5 & 6 • Singer, G. H. S. (2004). A meta-analysis of comparative studies of depressive symptoms in mothers of children with and without disabilities. In K. Alexander and R. C. Hunter (Eds.), <i>Administering special education: In pursuit of dignity and autonomy</i> pp. 189-222. Amsterdam: Elsevier. • Rozien, A. L. (2004). International attitudes toward children with disabilities: Identifying risk factors for maltreatment. In K. Alexander and R. C. Hunter (Eds.), <i>Administering special education: In pursuit of dignity and</i>

		<p><i>autonomy</i> pp. 167-188. Amsterdam: Elsevier.</p> <ul style="list-style-type: none"> • Kenney, S. L. & LaMontagne, M. J. (2001). Family characteristics that place children at risk. In O'Shea, D. J., O'Shea, L.J., Algozzine, R., & Hammitte, D.J. (Eds.), <i>Families and teachers of individuals with disabilities</i> (pp. 77-101). Boston: Allyn and Bacon. • Winzer, M.A., & Mazurek, K. (1998). Multicultural/bilingual special education. In <i>Special education in multicultural contexts</i> (pp. 85-120). Upper Saddle River, NJ: Merrill.
Wk 4:	<p>Learning Disabilities: ADHD and ADD</p> <ul style="list-style-type: none"> • Medication of children with ADHD 	<ul style="list-style-type: none"> • Hardman ch. 7 • Maag, J. W. & Reid, R. (2006). Depression among students with learning disabilities: Assessing the risk. <i>Journal of Learning Disabilities</i>, 39, 3-10. • Brook, U., & Boaz, M. (2005). Attention deficit and hyperactivity disorder/learning disabilities (ADHD/LD): Parental characterization and perception. <i>Patient Education and Counseling</i>, 57(1), 96-100. • Shechtman, Z. & Katz, E. (2007). Therapeutic Bonding in Group as an Explanatory Variable of Progress in the Social Competence of Students With Learning Disabilities. <i>Group Dynamics: Theory, Research, and Practice</i>, 11(2), 117-128.
Wk 5:	<p>Learning Disabilities: Visual motor and auditory processing problems Exam 1</p>	<ul style="list-style-type: none"> • Hardman ch. 8 • Emerson, E., & Turnbull, L. (2005). Self-reported smoking and alcohol use among adolescents with intellectual disabilities. <i>Journal of Intellectual Disabilities</i>, 9(1), 58-69. • Keller, W. D., & Tillery, K. L. (1998). Central auditory processing disorders. In L. Phelps (Ed.), <i>Health-related disorders in children and adolescents: A guidebook for understanding and educating</i> (pp. 139-144). Washington, DC, US: American Psychological Association.

		<ul style="list-style-type: none"> • Deary, I. J. (1994). Intelligence and auditory discrimination: Separating processing speed and fidelity of stimulus representation. <i>Intelligence</i>, 18(2), 189-213. • Boden, C., & Brodeur, D. A. (1999). Visual processing of verbal and nonverbal stimuli in adolescents with reading disabilities. <i>Journal of Learning Disabilities</i>, 32(1), 58-71.
Wk 6:	<p>Emotional and Behavioral Disorders</p> <p>Journal article summary due</p>	<ul style="list-style-type: none"> • Hardman ch. 9 • de Bildt, A., Sytema, S. & Kraijer, D.(2005). Adaptive functioning and behaviour problems in relation to level of education in children and adolescents with intellectual disability. <i>Journal of Intellectual Disability Research</i>, 49(9), 572-681. • Kelsberg, G., & St. Anna, L. (2006). What are the effective treatments for oppositional defiant behaviors in adolescents. <i>The Journal of Family Practice</i>, 55(10), 911-913.
Wk 7:	Cognitive Disabilities	<ul style="list-style-type: none"> • Hardman ch. 10 • Roberts, J. E., Price, J., & Malkin, C. (2007). Language and communication development in Down Syndrome. <i>Mental Retardation and Developmental Disabilities Research Reviews, Special issue: Language and Communication</i>, 13(1), 26-35. • Parish, S. L. (2006). Juggling and struggling: A preliminary work-life study of mothers with adolescents who have developmental disabilities. <i>Mental Retardation</i>, 44(6), 393-404.
Wk 8:	<p>Multiple Disabilities</p> <p>Chronic Health Disorders</p>	<ul style="list-style-type: none"> • Hardman ch. 12 • Dietz, S., & Montague, M. (2006). Attention deficit hyperactivity disorder comorbid with emotional and behavioral disorders and learning disabilities in adolescents. <i>Exceptionality</i>, 14(1), 19-33. • Hardman ch. 17 • Povlsen, L., Olsen, B., & Ladelund, S. (2005). Diabetes in children and

		<p>adolescents from ethnic minorities: Barriers to education, treatment and good metabolic control. <i>JAN Journal of Advanced Nursing</i>, 50(6), 576-582.</p>
Wk 9:	Autism and Asperger's Syndrome	<ul style="list-style-type: none"> • Hardman ch.13 • Cheseldine, S., Manders, D., & McGowan, C. (2005). The Role of Consultation Clinics in Services for Children and Young People with Learning Disabilities and/or Autism. <i>Child and Adolescent Mental Health</i>, 10(3), 140-142. • Brereton, A. V., Tonge, B., & Einfeld, S.L. (2006). Psychopathology in Children and Adolescents with Autism Compared to Young People with Intellectual Disability. <i>Journal of Autism and Developmental Disorders</i>, 36(7), 863-870.
Wk 10:	Exam 2 Traumatic Brain Injury	<ul style="list-style-type: none"> • Hardman ch. 14 • Max, J. E., Levin, H. S., & Schachar, R. J. (2006). Predictors of personality change due to traumatic brain injury in children and adolescents six to twenty-four months after injury. <i>Journal of Neuropsychiatry & Clinical Neurosciences</i>, 18(1), 21-32. • Van Heugten, C. M., & Hendriksen, J.; R. (2006). Long-term neuropsychological performance in a cohort of children and adolescents after severe paediatric traumatic brain injury. <i>Brain Injury</i>, 20(9), 895-903.
Wk 11:	Hearing impairments Communication Disorders	<ul style="list-style-type: none"> • Hardman ch. 15 • Mathos, K. K., & Broussard, E. R.(2005). Outlining the Concerns of Children Who Have Hearing Loss and Their Families. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 44(1), 96-100.
Wk 12:	Visual Impairments	<ul style="list-style-type: none"> • Hardman ch. 16 • Doikou, M. (2001). Emotional and social development of visually impaired children and adolescents. <i>Psychology: The Journal of the Hellenic Psychological Society</i>, 8(4), 431-450.

Wk 13:	Discrimination Interventions Elective assignments due	<ul style="list-style-type: none"> • Hardman ch. 17 • Blumcnfeld, W. J. (2004). Disproportionality of African Americans in special education programs: A form of resegregation. In K. Alexander and R. C. Hunter (Eds.), <i>Administering special education: In pursuit of dignity and autonomy</i> pp. 41-74. Amsterdam: Elsevier. • Alexander, K., & Hunter, R. C. (2004). Rights compromised: Special education, costs and residual funding. In K. Alexander and R. C. Hunter (Eds.), <i>Administering special education: In pursuit of dignity and autonomy</i> pp. 1-12. Amsterdam: Elsevier. • Hammitte, D. J., & Nelson, B. M. (2001). Community professionals' roles with families. In O'Shea, D. J., O'Shea, L.J., Algozzine, R., & Hammitte, D.J. (Eds.), <i>Families and teachers of individuals with disabilities</i> (pp. 250-272). Boston: Allyn and Bacon.
Wk 14:	Gifted children	<ul style="list-style-type: none"> • Hardman ch 18 • Heller, K. A.(2005). Education and Counseling of the Gifted and Talented in Germany. <i>International Journal for the Advancement of Counselling</i>, 27(2), 191-210. • Swiatek, M. A. (2002). Social coping among gifted elementary school students. <i>Journal for the Education of the Gifted</i>, 26(1), 65-86.
Wk 15:	Gifted adolescents Environment Observation due	<ul style="list-style-type: none"> • Kitano, M. K., & Lewis, R. B. (2005). Resilience and Coping: Implications for Gifted Children and Youth At Risk. <i>Roeper Review</i>, 27(4), 200-205. • Olszewski-Kubilius, P., & Lee, S. (2004). The Role of Participation in In-School and Outside-of-School Activities in the Talent Development of Gifted Students. <i>Journal of Secondary Gifted Education</i>, 15(3), 07-123. • Kaiser, C. F., & Berndt, D. J. (2004). Predictors of Loneliness in the Gifted Adolescent. In S. M. Moon (Ed.),

		<i>Social/emotional issues, underachievement, and counseling of gifted and talented students (pp. 43-50).</i> . Thousand Oaks, CA, US: Corwin Press.
Wk 16:	Final Exam	