

## Course Syllabus

**EDUC 2900.02**

**Dr. Marcy Soda (314) 727-244 (h) )314) 644-1913**

**(w)**

COURSE NUMBER AND SECTION

INSTRUCTOR

**The Exceptional Individual**

**FA Semester**

**3 hours**

COURSE TITLE

TERM

CREDIT HOURS

**50**

SITE

### **Course Description: (provide details of student focus, rationale, scope, and prerequisites)**

This course is intended for students in education and others interested in the education and counseling of individuals with exceptional and/or disabling conditions. The Course will focus on the definition, identification, education, and vocational preparation of students with special needs, with specific reference to those disabilities set forth in PL 94-142, Individuals with Disabilities Education Act (IDEA).

A background in child psychology/child development is a prerequisite.

### **Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.**

- A. Students will be able to specify the major components of IDEA, particularly the I.E.P. and the rights of children with disabilities and their families to educational services. Students will be familiar with other legislation protecting the rights of persons with disabilities. Students will be familiar with current issues in special education such as inclusion, early intervention, and transition (MoSTEP Standards 1, 9, 10)
- B. Students will be able to identify the primary characteristics of specific exceptionalities, including giftedness. Students will be familiar with the definition, assessment, and identification criteria of individuals with disabilities. (MoStep Standards 1, 8)
- C. Students will be knowledgeable of the educational and vocational interventions appropriate to the needs of the individual that are implemented in regular and special education settings. (MoSTEP Standards 3, 4)
- D. Students will be able to plan activities that facilitate the inclusion or enrichment of an exceptional person within the local educational or community setting. (MoSTEP Standard 2,6,7,10)

**Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

08/27/03	WEEK 1:	General Introduction
09/03/03	WEEK 2: READ: Discussion:	Introduction: Litigation & Legislation Chapter 1 Perceptions & Myths about Disabilities
09/10/03	WEEK 3: READ: Discussion:	Introduction: Implementing IDEA Chapter 2 The Special Education Process
09/17/03	WEEK 4: READ: Discussion:	Current Issues: Inclusion and Collaboration Chapter 3 Adaptations
09/24/03	WEEK 5: READ: <b>DUE:</b>	Learning Disabilities Chapter 4 <b>Interview #1 (Special Education Teacher)</b>
10/01/03	WEEK 6: READ: Discussion: <b>DUE:</b>	Emotional & Behavioral Disorders Chapter 5 Abuse & Neglect of Children <b>Observation #1 (Resource Room)</b>
10/08/03	WEEK 7: READ: Discussion:	ADD/ADHD and Giftedness Chapters 6 & 7 The Nature of Intelligence
10/15/03	WEEK 8: READ: Discussion: Presentation: <b>DUE:</b>	Mental Retardation Chapter 8 Functional Curriculum Small Group Discussion <b>Observation #2 (Special School)</b>
<b>FALL BREAK</b>		
10/29/03	WEEK 9: READ: Discussion: <b>DUE:</b>	Severe & Multiple Disabilities Chapter 9 Early Intervention <b>Observation #2 (Special School)</b>
11/05/03	WEEK 10: READ: Discussion:	Autism Chapter 10 Working with Families
11/12/03	WEEK 11: READ: <b>DUE:</b>	Other Health Impairments Chapter 11 <b>Interview #2 (Related Services)</b>
11/19/03	WEEK 12: READ:	Physical Disabilities & TBI Chapters 12 & 13

	Discussion:	Transition from School to the Adult World
11/26/03	WEEK 13:	NO CLASS
12/03/04	WEEK 14:	Communication Disorders
	READ:	Chapter 14
	<b>DUE:</b>	<b>Observation #3 (Inclusion or Transition)</b>
12/10/03	WEEK 15:	Hearing Loss
	READ:	Chapter 15
	<b>DUE:</b>	<b>Observation #4 (Your Choice)</b>
12/17/03	WEEK 16:	Blindness & Low Vision
	READ:	Chapter 16
	Presentation;	Small Group Discussion
	<b>DUE:</b>	<b>Major Paper</b>

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): Turnbull, Ann; Turnbull, Rudd; Shank, Marilyn; Leal, Dorothy  
 Exceptional Lives, 3rd Edition  
 Upper Saddle River, N.J.: Prentice-Hall, Inc.

Supplemental Readings: Handouts and readings as required for assignments

Audio-visual/other:

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Classroom Participation & Assignments	40%
Observations & Interviews	30%
Major Paper	25%

6. Supplements (study guide, sample tests, project outlines may be attached.)  
Please list.
  - a) Guidelines for Observations
  - b) Guidelines for Interviews
  - c) Selected Schools and Associations for Children and Adults with Special Needs
  - d) Final Project
  - e) The Seven MAPS Questions
  
7. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
  - Projects/Papers will be returned during the last meeting period.
  - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
  - Other (explain)

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.**