



EDUC 2900	Course Syllabus Marilyn Miller	Marilyn.Miller@STL-OnLine.Net
The Exceptional Individual	Fall 2003	636-498-1105
3 credits		

1. Course Description:

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 the Individuals with Disabilities Act (IDEA).

2. Learning Outcomes:

- Students will be able to specify the major components of IDEA, particularly the rights of children with disabilities and their families to educational services. (CC1-S2; CC3-K2-3)
- Students will be able to identify other legislation protecting the rights of persons with disabilities. (CC1-S2)
- Students will be able to describe the historical, social and political issues including educational reform initiatives at the state and national level which impact the field of special education. (CC1-K2; LD8-S2)
- Students will be able to describe models, theories, and philosophies that provide the basis for special education practice. (CC1-K2, K5; MO-STEP 6.1; 6.2)
- Students will be able to describe the continuum of placement and service delivery models available for individuals with disabilities emphasizing the appropriateness of meeting individual needs. (CC3-K8)
- Students will be able to describe the effects of one or more disabilities on an individual's learning and explain why the existence of a disability does not preclude normal academic development, cognitive, or communication ability. (CC2-K2)
- Students will be able to discuss current issues in special education relating to early intervention, inclusion, discipline, and transitional services.
- Students will be able to identify the primary characteristics of specific exceptionalities, including giftedness.
- Students will be able to explain the definition, assessment procedures, and identification criteria of individuals with disabilities.
- Students will be able to list educational and vocational interventions appropriate to the needs of the individual that are implemented in general and special education settings.
- Students will be able to explain the effects of medical, psychosocial, genetic, and/or environmental conditions on the education, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities. (CC2-K6)
- Students will be able to adapt lessons to meet the needs of a diverse group of learners. (MO-STEP 1.2; 3.2; 3.4; 4.2; 5.1)
- Students will be able to plan activities that facilitate the inclusion or enrichment of a person with an exceptionality within local educational or community settings.
- Students will be able to identify strategies to work with chronically or terminally ill individuals and their families.
- Students will be able to explain how diversity issues affect the education of children with special needs. (CC2-K5; MO-STEP 3.4)
- Students will be able to identify strategies to address concerns of families, teachers, students, and community members related to individuals with disabilities (CC7-K2)

Schedule:

- Week 1** General Introduction
Introduction to Special Education
Read Chapter 1
- Week 2** Principles of Special Education
Read Chapters 2 and 3
Take home quiz on Chapters 1-3 (60 points)
- Week 3** Learning Disabilities
Read Chapter 4 – Learning strategy one (30 points)
- Week 4** Emotional and Behavioral Disorders
Read Chapter 5 – How would you handle this? – (in class activity)
- Week 5** ADD/ADHD
Read Chapter 6 - Learning strategy two (30 points)
- Week 6** Giftedness
Read Chapter 7 – Multiple intelligence inventory
Assignment 1 due:
- Week 7** Mental Retardation
Read Chapter 8 – Adaptations/modifications activity
- Week 8** Physical Disabilities
Read Chapter 12
Assignment 2 due:
- Week 9** Autism
Read Chapter 10 – Take home quiz (50 points)
- Week 10** Severe/Multiple Disabilities
Read Chapter 9/Article: Moving to Italy
Learning strategy three (30 points)
- Week 11** Other Health Impairments
Read Chapter 11
Assignment 3 due:
- Week 12** Traumatic Brain injury
Read Chapter 13 – IEP- in class activity

- Week 13** Communication Disorders
Read Chapter 14
Speaker
- Week 14** Hearing Loss
Read chapter 15 – Teaching experience
Final Project due
- Week 15** Blindness and Low Vision
Read Chapter 16 – Teaching experience
- Week 16** Exam Week
Sharing of Final Projects
Learner Outcome Summary due

Resources:

Turnball, A., Turnball, R., Chank, M., & Leal, D. (2001).
Exceptional Lives. (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc. (required).

Evaluation:

Assignments (3)	300 points
Final Project	300 points
Quizzes, Learning Strategies	200 points
Learner Outcome Summary	100 points
Class Participation -	100 points
- includes group activities and daily discussions	1000 points total

Supplements:

Guidelines for assignments and final project.
Articles/handouts.

Other:

Students are expected to actively participate in class by reading assignments and being prepared for class discussions and activities. Class participation is mandatory; non-participation will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. Make-up assignments must be turned in within two weeks of the missed class. No more than two make-up assignments will be available per student. Excessive absences and habitual tardiness will affect your grade.

Written assignments are to be handed in by the deadlines. If an assignment cannot be completed on time, it is the student's responsibility to notify the instructor in advance. Students may be penalized for failure to meet course deadlines.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a NC (No Credit) will be issued.

The instructor is not responsible for written assignments. Please make a copy of all written work.

This syllabus is subject to change at the discretion of the instructor, therefore regular attendance is required.