

WEBSTER UNIVERSITY
COURSE SYLLABUS
SPED 5860.01

INSTRUCTOR: Gina Hasty ghasty@ssd.k12.mo.us

The Exceptional Individual Fall I, 2004
314-989-8198
3 credits SITE: Webster High School

COURSE DESCRIPTION

This course is intended for students in education and others interested in the education and counseling of students with exceptional and/or disabling conditions. This 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).

LEARNING OUTCOMES

Professional standards that are met by each learning outcome.

1. 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)
2. Students will be able to identify other legislation protecting the rights of persons with disabilities. (CC1-S2).
3. 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)
4. 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)
5. Students will be able to describe the continuum of placement and service delivery model available for individuals with disabilities emphasizing the appropriateness of meeting individual needs. (CC3-K8).
6. 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).
7. Students will be able to discuss current issues in special education relating to early intervention, inclusion, discipline, and transitional services.(CC1-S2)
8. Students will be able to identify the primary characteristics of specific exceptionalities, including giftedness. (CC3-K8).
9. Students will be able to explain the definition, assessment procedures and identification criteria of individuals with disabilities. (CC1-S2).
10. 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. CC1-S2).

11. Students will be able to explain the effects of medial, psychosocial, genetic and /or environmental conditions on the education, cognitive, physical, social, behavioral, and emotion needs of individuals with disabilities. (CC2-K6).
12. 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).
13. Students will be able to plan activities that facilitate the inclusion or enrichment of a person with a an exceptionality within local education or community settings.
14. Students will be able to identify strategies to work with chronically or terminally ill individuals and their families.
15. Students will be able to explain how diversity issues affect the education of children with special needs. (CC2-K5; MO-STEP 3.4).
16. 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 OF REQUIRED READINGS, CLASS PREPARATIONS AN ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTAIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Read the chapter assigned before the first class of the week it is listed.

WEEK 1 8/23-8/27	General Introduction Introduction to Special Education Individualized Special Education Programs	Read Chapter 1 Read Chapter 2
WEEK 2 8/30-9/3	Multicultural and Bilingual Special Education Learning Disabilities Learning Strategy 1 Due 8/30 Online Quiz on Chapters 1,2,and 3 Open8/30-9/2	Read Chapter 3 Read Chapter 4
WEEK 3 9/6-9/10	Observations Arranged Practice Teaching Speech or Language Impairments Learning Strategy 2 Due 9/6 Online Quiz on Chapters 4 and 5 Open9/13-9/16 Meaningful Paragraph Due	Read Chapter 5
WEEK 4 9/13-9/17	Mental Retardation Class Reflection Emotional and Behavioral Disorders Assignment 1 Due Learning Strategy 3 Due 9/13 Online Quiz on Chapters 6 and 8 Open 9/13-9/24	Read Chapter 6 Read Chapter 8

WEEK 5 9/20-9/24	Physical Impairments and Special Health Care Assignment 2 Due 9/20 Deafness and Hard of Hearing Meaningful Paragraph 2 Due 9/20	Read Chapter 9 Read Chapter 10
WEEK 6 9/27-10/1	Low Vision or Blindness Class Reflection Autism Spectrum Disorders Online Quiz on Chapters 9, 10, 11 Open 9/27-10/1 Meaningful Paragraph 3 Due 9/27	Read Chapter 11 Read Chapter 12
WEEK 7 10/4-10/8	Very Low Incidence Disabilities Article: Moving to Italy Giftedness and Talent Development Online Quiz on Chapters 7, 12, 13 Open 10/4-10/7 FINAL PROJECT DUE 10/4	Read Chapter 13 Read Chapter 7
WEEK 8	EXAM WEEK Sharing of Final Projects	

RESOURCES

Smith, D.D. (2004). Introduction to special education: Teaching in an age of opportunity. Boston: Pearson.

EVALUATION

Assignments (4)	360 Points
Final Project	300 Points
Quizzes	130 Points
Learning Strategies/Meaningful Paragraphs	60 Points
Class Participation	150 Points
	(5 points per class)