



### Course Syllabus

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|--------------------------|---|---------------------------|
| <b>EDUC 2900-02</b>      | <b>THE EXCEPTIONAL INDIVIDUAL</b>   | <b>FALL 08</b>            |
| <b>ON CAMPUS<br/>TBD</b> | <b>MARILYN MILLER 636-498-1105</b><br><a href="mailto:MMiller@Webster.edu">MMiller@Webster.edu</a> or<br><a href="mailto:Marilyn.Miller@STL-OnLine.Net">Marilyn.Miller@STL-OnLine.Net</a> | <b>3 Credit<br/>hours</b> |

#### 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).

#### 1. LEARNING OUTCOMES:

| Learning Outcomes   | SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed |
|---|---|
| Students will be able to specify the major components of IDEA, particularly the rights of children with disabilities and their families to educational services.  | CC1K6   |
| Students will be able to identify other legislation protecting the rights of persons with disabilities.   | CC1K4, GC1K4, GC1K6   |
| Students will be able to describe the historical, social and political issues including educational reform initiatives at the state and national level that impact the field of special education.                                      | CC1K3, GC1K3, GC5K1   |
| Students will be able to describe models, theories, and philosophies that provide the basis for special education practice.   | MO-STEP 6.1, 6.2<br>CC1K1, GC2K1,   |
| 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.                                       | MO-STEP 3.3<br>GC1K5, GC1K8,  |
| 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. | MO-STEP 3.1<br>CC2K2, CC2K6, GC2K2, CC3K1, CC6K4                          |
| Students will be able to discuss current issues in special education relating to early intervention, inclusion, discipline, and transitional services.  | SOE 3.1<br>MO-STEP 3.3<br>GC4K4, CC5K4, GC7K3, GC8K4                      |
| Students will be able to identify the primary   | MO-STEP 3.1   |

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| characteristics of specific exceptionalities, including giftedness.  | GC1K1, GC3S1, CC9S10  |
| Students will be able to explain the definition, assessment procedures, and identification criteria of individuals with disabilities.  | SOE 2.4, 4.4<br>CC8K3, CC8K5, GC8K1, GC10K3                                     |
| 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.  | SOE 2.2, 4.4<br>MO-STEP 3.3<br>CC3K2  |
| Students will be able to explain the effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities. | SOE 4.1<br>MO-STEP 3.1<br>GC1K2, CC2K7, GC2K3, GC2K4, GC2K5                     |
| Students will be able to adapt lessons to meet the needs of a diverse group of learners.   | SOE 2.2<br>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.  | SOE 4.3<br>MO-STEP 3.2<br>CC5S7   |
| Students will be able to identify strategies to work with chronically or terminally ill individuals and their families.  | SOE 3.3, 4.4<br>MO-STEP 3.3<br>GC2K6, CC5S16                                    |
| Students will be able to explain how diversity issues affect the education of children with special needs.   | SOE 4.1, 4.2<br>MO-STEP 3.4<br>CC1K5, CC1K10, GC1K7, CC2K3, CC3K3, CC3K4, CC3K5 |
| Students will be able to identify strategies to address concerns of families, teachers, students, and community members related to individuals with disabilities   | SOE 3.2, 4.4<br>MO-STEP 10.3<br>CC1K7, CC2K4, GC8K3, GC9K1, GC9K2, CC10S1       |

## 2. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

- Week 1**      General Introduction/Expectations  
Disabilities and Special Education: Making a Difference  
Read Chapter 1
- Week 2**      Individualized Special Education Programs  
Read Chapter 2  
(Quiz for chapters 1 and 2)
- Week 3**      Learning Disabilities  
Read Chapter 5
- Week 4**      Attention Deficit / Hyperactivity Disorder  
Read Chapter 6  
Reflective paragraphs on Chapters 5 and 6.
- Week 5**      Emotional or Behavior Disorders  
Read Chapter 7  
How would you handle this? (in class activity)
- Week 6**      Mental Retardation  
Read Chapter 8  
Task analysis (in-class activity)  
(Quiz for chapters 8)  
**Assignment 1 due (assignments always due on Thursdays)**
- Week 7**      Physical or Health Disabilities (OHI)  
Read Chapter 9  
Reflective Paragraphs
- Week 8**      Speech / Language Impairments  
Read Chapter 4 (Prepare 3 specific questions for speaker)  
Guest Speaker

### **FALL BREAK – Enjoy!**

- Week 9**      Autistic Spectrum Disorders  
Read Chapter 12  
Guest Speaker – A parents perspective  
Take Home Quiz  
**Assignment 2 due (assignments always due on Thursdays)**

- Week 10** Gifted and Talented Development  
Read Chapter 14  
Multiple Intelligence Inventory (In Class Activity)  
Reflective Paragraphs
- Week 11** Adapting and Modifying for Special Needs  
Writing the IEP (In Class Handouts / In Class Activity)
- Week 12** Low Vision or Blindness / Deafness and Hard of Hearing  
Read Chapter 10 and 11  
(Teaching Experience)  
**Assignment 3 due (assignments always due on Thursdays)**
- Week 13** Very Low Incidence Disabilities  
Read Chapter 13  
Article  
Quiz  
**Assignment 4 due (assignments always due on Thursdays)**
- Week 14** Multicultural and Bilingual Special Education  
Read Chapter 3
- Week 15** Putting it all together  
Jeopardy (a fun review – prepare to win!)  
Q & A Session – Movie clips and discussions
- Week 16** **FINAL PROJECT DUE – Hard copy AND electronic copy)**  
**Share projects**  
**Celebrate**

**Note: A release day will be given so observations can be made. This date will be decided upon by the instructor/students during week 1.**

**The above schedule is subject to change if necessary.**

### **3. RESOURCES:**

#### ***Required Reading:***

Smith, D. D. (2006). Introduction to special education: Making a Difference. 6<sup>th</sup> Edition.  
Boston: Pearson/Allyn&Bacon

Also – handouts – articles - videos

#### 4. EVALUATION:

| Assessments      | Links to Course Outcomes  | Percentage of Grade |
|------------------|---|---------------------|
| Observations (3) | <p>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.</p> <p>Students will be able to describe models, theories, and philosophies that provide the basis for special education practice.</p> <p>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.</p> <p>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.</p> | 100 points each     |
| Quizzes          | <p>Students will be able to specify the major components of IDEA, particularly the rights of children with disabilities and their families to educational services.</p> <p>Students will be able to identify other legislation protecting the rights of persons with disabilities.</p> <p>Students will be able to describe the historical, social and political issues including educational reform initiatives at the state and national level that impact the field of special education.</p> <p>Students will be able to explain the definition, assessment procedures, and identification criteria of individuals with disabilities.</p> <p>Students will be able to explain how diversity issues affect the education of</p>  | 130 points          |



## 6. ACADEMIC HONESTY POLICY:

**Students at Webster University are expected to practice academic honesty.**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. All papers and projects that are starred \*\*\*\* must be submitted as a hard copy and as an electronic copy. The electronic copy will be sent to the turnitin database to determine if any part of the paper has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

## 7. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

## 8. OTHER

**ATTENDANCE AND CLASS PARTICIPATION IS MANDATORY.** A lack of participation during class discussions and in small group activities will affect your participation grade. Unless there is a documented emergency, make-up assignments for participation points are not available. Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for that assignment will be the average of the two grades. **Assignments which are not handed in by the deadlines listed will be penalized by ½ letter grade for each class period they are late unless previous arrangements are made with the instructor. Assignments will not be accepted more than one week after the listed deadline.** No assignments will be accepted (initial or resubmission) after the last day of class.

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 will be issued.

Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, or other electronic devices must be turned off, or switched to vibrate, when you enter the classroom. Disruption of class, whether by latecomers, noisy devices, or inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises.

**Excessive absences and habitual tardiness WILL affect your grade.**

This syllabus is subject to change at the discretion of the instructor.

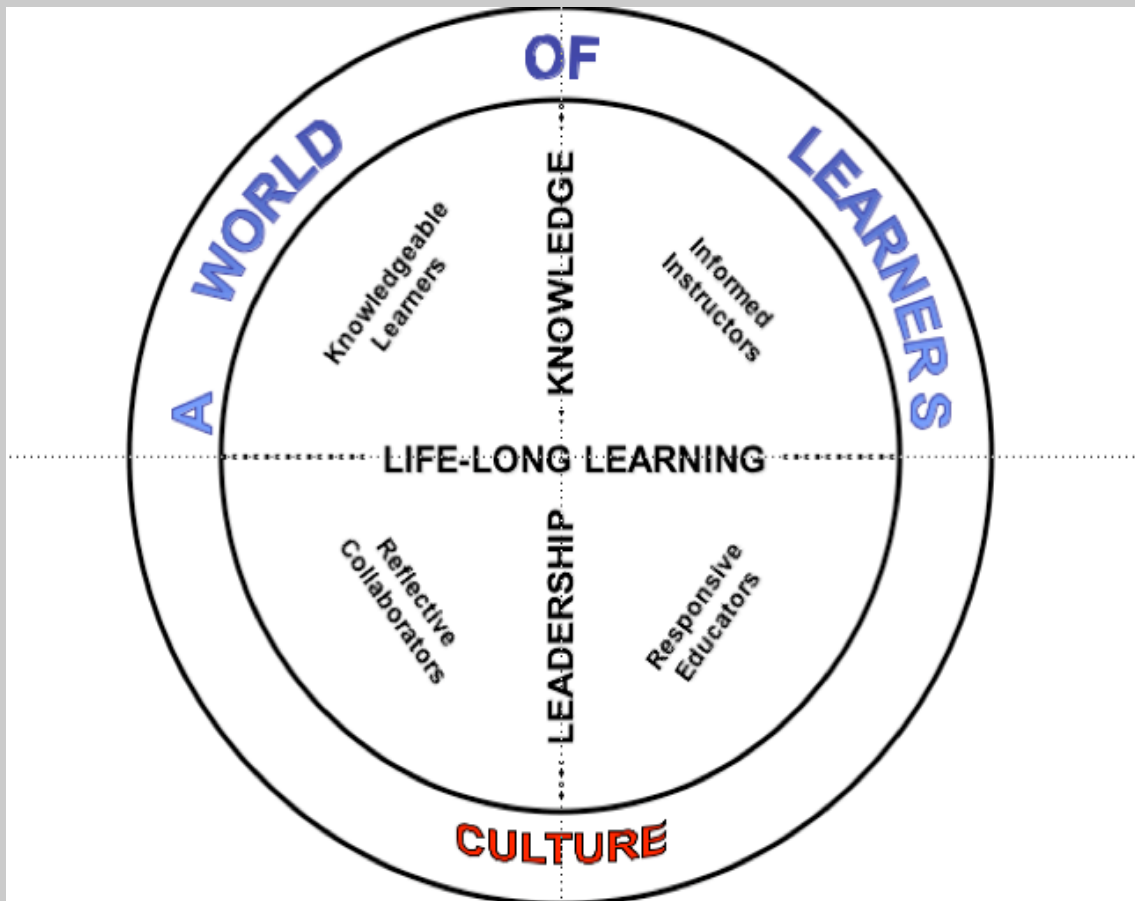
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SCHOOL OF EDUCATION

**Vision:** " . . . We all must work to make this world worthy of its children." (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

## Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

**Dispositions:**

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

## Missouri Standards for Teacher Education Programs (MoSTEP)

| MoSTEP Standards  | Performance Indicators   |
|---|--|
| <p><b>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</b></p>   | <p>2.1 knows and identifies child/adolescent development<br/>           2.2 strengthens prior knowledge with new ideas<br/>           2.3 encourages student responsibility<br/>           2.4 knows theories of learning</p>  |
| <p><b>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</b></p>   | <p>3.1 identifies prior experience, learning styles, strengths, and needs<br/>           3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs<br/>           3.3 knows when and how to access specialized services to meet students' needs<br/>           3.4 connects instruction to students' prior experiences and family, culture, and community</p>   |
| <p><b>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</b></p>           | <p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)<br/>           4.2 creates lessons and activities that recognize individual needsof diverse learners and variations in learning styles and performance.<br/>           4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p> |
| <p><b>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</b></p> | <p>6.1 knows motivation theories and behavior management strategies and techniques<br/>           6.2 manages time, space, transitions, and activities effectively<br/>           6.3 engages students in decision making</p>  |

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| CC1K1  | Models, theories, and philosophies that form the basis for special education practice.  |
| CC1K3  | Relationship of special education to the organization and function of educational agencies.   |
| CC1K4  | Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.   |
| CC1K5  | Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.                       |
| CC1K6  | Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)  |
| CC1K7  | Family systems and the role of families in the educational process.   |
| CC1K10 | Potential impact of differences in values, languages, and customs that can exist between the home and school.   |
| GC1K1  | Definitions and issues related to the identification of individuals with disabilities <sup>1/</sup> .   |
| GC1K2  | Models and theories of deviance and behavior problems.  |
| GC1K3  | Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.   |
| GC1K4  | The legal, judicial, and educational systems to assist individuals with disabilities <sup>1/</sup> .  |
| GC1K5  | Continuum of placement and services available for individuals with disabilities <sup>1/</sup> .   |
| GC1K6  | Laws and policies related to provision of specialized health care in educational settings.  |
| GC1K7  | Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities <sup>1/</sup> .                            |
| GC1K8  | Principles of normalization and concept of least restrictive environment.   |
| CC2K2  | Educational implications of characteristics of various exceptionalities.  |
| CC2K3  | Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.  |
| CC2K4  | Family systems and the role of families in supporting development.  |
| CC2K5  | Similarities and differences of individuals with and without exceptional learning needs.  |
| CC2K6  | Similarities and differences among individuals with exceptional learning needs.   |
| CC2K7  | Effects of various medications on individuals with exceptional learning needs.  |
| GC2K1  | Etiology and diagnosis related to various theoretical approaches.   |
| GC2K2  | Impact of sensory impairments, physical and health disabilities on individuals, families and society.   |
| GC2K3  | Etiologies and medical aspects of conditions affecting individuals with disabilities <sup>1/</sup> .  |
| GC2K4  | Psychological and social-emotional characteristics of individuals with disabilities <sup>1/</sup> .   |
| GC2K5  | Common etiologies and the impact of sensory disabilities on learning and experience.  |
| GC2K6  | Types and transmission routes of infectious disease.  |
| CC3K1  | Effects an exceptional condition(s) can have on an individual's life.   |
| CC3K2  | Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.  |
| CC3K3  | Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling. |
| CC3K4  | Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.  |
| CC3K5  | Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.        |
| GC3K1  | Impact of disabilities on auditory and information processing skills.   |
| GC3S1  | Relate levels of support to the needs of the individual.  |
| GC4K4  | Prevention and intervention strategies for individuals at-risk for a disability.  |
| CC5K4  | Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.   |
| CC5S7  | Establish and maintain rapport with individuals with and without exceptional learning needs.  |
| CC5S16 | Use universal precautions.  |

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| GC5K1  | Barriers to accessibility and acceptance of individuals with disabilities <sup>1/</sup> .   |
| CC6K4  | Augmentative and assistive communication strategies.  |
| GC7K3  | Interventions and services for children who may be at risk for learning disabilities.   |
| CC8K3  | Screening, pre-referral, referral, and classification procedures.   |
| CC8K5  | National, state or provincial, and local accommodations and modifications.  |
| GC8K2  | Laws and policies regarding referral and placement procedures for individuals with disabilities <sup>1/</sup> .                                       |
| GC8K3  | Types and importance of information concerning individuals with disabilities available from families and public agencies.                             |
| GC8K4  | Procedures for early identification of young children who may be at risk for disabilities.  |
| CC9S10 | Access information on exceptionalities.   |
| GC9K1  | Sources of unique services, networks, and organizations for individuals with disabilities <sup>1/</sup> .   |
| GC9K2  | Organizations and publications relevant to individuals with disabilities <sup>1/</sup> .  |
| CC10S1 | Maintain confidential communication about individuals with exceptional learning needs.  |
| GC10K3 | Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities <sup>1/</sup> . |