



	Course Syllabus	
EDUC 2900	McMullen	mcmullen@webster.edu
The Exceptional Individual	Spring 2003	314-968-7093
3 credits	SITE: 50	

1. 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 the Individuals with Disabilities Act (IDEA).

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

- 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)

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

**Week 1 General Introduction**

1/14-1/16 Introduction to Special Education  
Read Chapter 1

**Week 2** Principles of Special Education  
1/21-1/23 Read Chapters 2 and 3  
**Online quiz on Chapters 1-3**

**Week 3** Learning Disabilities  
1/28-1/30 Read Chapter 4  
**Learning Strategy 1**

**Week 4** Emotional and Behavioral Disorders  
2/4-2/6 Read Chapter 5  
Practice teaching: 2/6  
**Learning Strategy 2**

**Week 5** ADD/ADHD  
2/11-2/13 Read Chapter 6  
**Learning Strategy 3**  
**Online quiz on Chapters 4-6**

**Week 6** Giftedness  
2/18-2/20 **Read Chapter 7**  
Class Reflection  
**Assignment 1 due: 2/20**

**Week 7** Mental Retardation  
2/25-2/27 Read Chapter 8  
Practice teaching: 2/27

**Week 8** Physical Disabilities  
3/4-3/6 **Chapter 12**  
**Online quiz on Chapters 7, 8, 12**  
**Assignment 2 due: 3/4**

**Week 9** Autism  
3/18-3/20 Read Chapter 10  
Class Reflection

**Week 10** Severe/Multiple Disabilities  
3/25-3/27 Read Chapter 9/Article: Moving to Italy  
Release time for observation: 3/27

**Week 11** Other Health Impairments  
4/1-4/3 Read Chapter 11  
**Online quiz on Chapters 9-11**  
**Assignment 3 due: 4/1**

**Week 12** Traumatic Brain Injury  
4/8-4/10 Chapter 13  
Class Reflection

- Week 13**            Communication Disorders  
4/15-4/17            Read Chapter 14
- Week 14**            Hearing Loss  
4/22-4/24            Read Chapter 15  
**Final Project due: 4/24**
- Week 15**            Blindness and Low Vision  
4/29-5/1             Read Chapter 16  
**Online quiz on Chapters 13-16**
- Week 16**            **Exam Week**  
5/6-5/8              Sharing of Final Projects

4. Resources:

Turnbull, A., Turnbull, R., Shank, M., & Leal, D. (1998). Exceptional lives. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall, Inc. (required).

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

Assignments (4)	360 points
Final Project	300 points
Quizzes	160 points
Learning strategies/Meaningful paragraphs	30 points
Class Participation	<u>150 points (6 points per class)</u>
	1000 points total

6. Supplements (study guide, sample tests, project outlines may be attached.)  
Guidelines for assignments and final project.

7. Other

Class participation is mandatory. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed 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.

Assignments that are not handed in by the deadlines listed may be penalized by 5 points for each class period they are late unless previous arrangements are made with the instructor.

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