



EDUC 2900	Course Syllabus McMullen	mcmullen@webster.edu
The Exceptional Individual	Spring 2004	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. **Read the chapter assigned before the first class of the week it is listed.**

<b>Week 1</b> 1/13-1/15	General Introduction Introduction to Special Education Read Chapter 1
<b>Week 2</b> 1/20-1/22	Individualized Special Education Programs Read Chapter 2
<b>Week 3</b> 1/27-1/29	Multicultural and Bilingual Special Education Read Chapter 3
<b>Week 4</b> 2/3-2/5	Learning Disabilities Read Chapter 4 <b>Learning Strategy 1 due: 2/5</b> <b>Online Quiz on Chapters 1, 2, and 3 Open from 1/29-2/4</b>
<b>Week 5</b> 2/10-2/12	Release day for observations 2/10 Practice teaching
<b>Week 6</b> 2/17-2/19	Speech or Language Impairments Read Chapter 5 <b>Learning Strategy 2 due: 2/17</b>
<b>Week 7</b> 2/24-2/26	Mental Retardation Read Chapter 6 Class Reflection <b>Online quiz on Chapters 4 and 5 Open from 2/19-2/25</b> <b>Assignment 1 due: 2/24</b> <b>Learning Strategy 3 due: 2/26</b>
<b>Week 8</b> 3/2-3/4	Emotional and Behavioral Disorders Read Chapter 8 <b>Meaningful paragraph 1 due: 3/4</b> <b>Online quiz on Chapters 6 and 8 Open from 3/4-3/17</b>

#### **SPRING BREAK**

<b>Week 9</b> 3/16-3/18	Physical Impairments and Special Health Care Chapter 9 <b>Online quiz on Chapters 6 and 8 Open from 3/4-3/17</b> <b>Assignment 2 due: 3/16</b>
<b>Week 10</b> 3/23-3/25	Deafness and Hard of Hearing Read Chapter 10 <b>Meaningful paragraph 2 due: 3/25</b>
<b>Week 11</b> 3/30-4/1	Low Vision or Blindness Read Chapter 11 Class Reflection

- Week 12** Autism Spectrum Disorders  
4/6-4/8 Read Chapter 12  
**Online quiz on Chapters 9, 10, and 11 Open from 4/1-4/5**  
**Assignment 3 due: 4/6**  
**Meaningful paragraph 3 due: 4/8**
- Week 13** Very Low Incidence Disabilities  
4/13-4/15 Chapter 13  
Article: Moving to Italy
- Week 14** Giftedness and Talent Development  
4/20-4/22 Read Chapter 7
- Week 15** Practice teaching  
4/27-4/29 **Online quiz on Chapters 7, 12 and 13 Open from 4/22-4/29**  
**Final Projects due: 4/27**
- Week 16** **Exam Week**  
5/4-5/6 Sharing of Final Projects

4. Resources:

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

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	130 points
Learning strategies/Meaningful paragraphs	60 points
Class Participation	<u>150 points (5 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. 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. Assignments which are not handed in by the deadlines listed will be penalized by 1/20th (e.g., 5 points on a 100 point assignment) for each class period they are late unless previous arrangements are made with the instructor. 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.

Plagiarism is forbidden at Webster University. 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. If plagiarism is suspected, a 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.

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