



Course Syllabus

2900.03	Marilyn Miller / Marilyn.Miller@STL-OnLine.Net	
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Exceptional Individual	Spring 2004	3
COURSE TITLE	TERM	CREDIT HOURS

Off Campus – Parkwood Elementary

SITE

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: (goals, objectives, course outcomes, etc.)

- 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:

- Week 1** General introductions/expectations
Introduction to Special Education
Read Chapter 1
- Week 2** Individualized Special Education Programs (Planning and delivering services)
Read chapter 2
(open book quiz for chapters 1 and 2 – 44 points)
- Week 3** Multicultural and bilingual Special Education
Read chapter 3
- Week 4** Learning Disabilities
Read chapter 4
Learning Strategies I – 30 points
- Week 5** Mental Retardation
Read chapter 6
(Open book quiz – 22 points)
- Week 6** Emotional or Behavioral Disorders
Read chapter 8
How would you handle this? (In class activity)
Assignment 1 due
- Week 7** Speech or Language Impairments
Read chapter 4
Speaker
- Week 8** Physical Impairments and special health care
Read chapter 9
Learning Strategy II – 30 points
- Spring Break – Enjoy**
- Week 9** Adapting and modifying for special needs
Handouts/In class activity
Assignment 2 due
- Week 10** Autistic Spectrum Disorders
Read chapter 12
(Open book quiz – 22 points)

- Week 11** Gifted and Talented Development
Read chapter 7
Multiple Intelligence Inventory(In class activity)
Learning Strategy III – 30 points
- Week 12** Writing the IEP – (in class activity)
Assignment 3 due
- Week 13** Low vision or blindness
Read chapter 11
(Teaching experience)
- Week 14** Deafness and Hard of Hearing
Read chapter 10
(Teaching experience)
Final Project Due
- Week 15** Very Low Incident Disabilities
Read chapter 13
(Open book quiz – 22 points)
- Week 16** Exam week
Sharing Final Projects
Learner Outcome Summary due

Note: Most classes will include a time for lecture /questions and discussion. Many group activities will be included as well, some specified, some spontaneous.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): Smith, Deborah Deutsch (2004) Introduction to Special Education – Teaching in an Age of Opportunity (5th Edition) Pearson Education Inc. (required)

Supplemental Readings:

Audio-visual/other:

5. EVALUATION:

Assignments (3)(see assignment and project guidelines)	300 points
Final Project (see assignment and project guidelines)	300 points
Quizzes, Learning Strategies	200 points
Learner Outcome Summary (format will be distributed)	100 points
Class Participation	<u>100</u> points
- Includes group activities and daily discussions	1000 points total

6. Supplements:

Project and assignment guidelines
Articles/handouts appropriate to reinforce chapter reading.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

Item 7 is not applicable for 16-week courses.

8. **FINAL PROJECTS:** Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

NOTE: Papers will not be available for pick up from the School of Education Office.

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.
- Regular class attendance is required.