



Course Syllabus

COURSE NUMBER EDUC2900.03	COURSE TITLE: (The Exceptional Individual)	TERM: (Spring 2006)
SITE: 50	INSTRUCTOR CONTACT INFORMATION: (Dr. Marcy Soda 314-727-2440)	CREDIT HOURS: (3 Credits)

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 preparations of students with special needs, with specific references to those disabilities set forth in the Individuals with Disabilities Education Act (IDEA).

2. **LEARNING OUTCOMES:**

Course Outcomes	SOE Goals, SOE Dispositions, MO-STEP, and Professional Standards Addressed
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.	CC1K6
2. Students will be able to identify other legislation protecting the rights of persons with disabilities.	CC1K4, GC1K4, GC1K6
3. Students will be able to describe the historical, social and political issues including educational reform and political issues including educational reform initiatives at the state and national level that impact the field of special education.	CC1K3, Gc1K3, Gc5K1
4. Students will be able to describe models, theories, and philosophies that provide the basis for special education.	MO-STEP 6.1,6.2 CC1K1,GC2K1
5. 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 GC1K5,GC1K8
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.	MO-STEP 3.1 CC2K2, CC2K6, GC2k2, CC3K1, CC6K4
7. Students will be able to discuss current issues in special education relating to early intervention, inclusion, discipline, and transition services.	SOE 3.1 MO-STEP 3.3 GC4K4, CC5K4, GC7K3, GC8K4
8. Students will be able to identify the primary characteristics of specific exceptionalities, including giftedness.	MO-STEP 3.1 GC1K1, GC3S1, CC9S10

9. Students will be able to explain the definition, assessment procedures, and identification procedures and criteria of individuals with disabilities.	SOE 2.4, 4.4 CC8K3, CC8K5, GC8K1, GC10K3
10. 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 MO-STEP 3.1 GC1K2, CC2K7, GC2K3, GC2K4,GC2K5
11. Students will be able to adapt lessons to meets the needs of a diverse group of learners.	SOE2.2 MO-STEP 1.2, 3.2, 3.4, 4.2, 5.1
12. Students will be able to plan activities that facilitate the inclusion or enrichment of a person with special needs within the local educational or community settings.	SOE 4.3 MO-STEP 4.2 CC5S7
13. 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 MO-STEP 3.3 CC3K2
14. Students will be able to explain how diversity issues affect the education of children with disabilities.	SOE 4.1, 4.2 MO-STEP 3.4 CC1K5, CC1K10,GC1K7, CC2K3,CC3K3,CC3K4,CC3K5
15. 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 MO-STEP 10.3 CC1K7, CC2K4, GC8K3, GC9K1, GC9K2, CC10S1

3. Schedule of required readings, class preparations, and assignments:

01/18/06 WEEK 1 General Introduction

01/25/06	WEEK 2	The Context of Special Education READ: Chapter 1
02/01/06	WEEK 3	Implementing Special Education Services READ: Chapter 2 DUE: ESSAY #1
02/08/06	WEEK 4	Multicultural & Bilingual Education READ: Chapter 3 DUE: INTERVIEW #1 (Special Education Teacher)
02/15/06	WEEK 5	Learning Disabilities READ: Chapter 4
02/22/06	WEEK 6	Learning Disabilities (Continued)& ADHD DUE: OBSERVATION #1 (Resource Room)
03/01/06	WEEK 7	Speech & Language Impairments READ: Chapter 5 DUE: ESSAY #2
03/08/06	WEEK 8	Mental Retardation READ: Chapter 6 Presentation: Group Project #1 DUE: OBSERVATION #2 (Special School)
SPRING BREAK		
03/22/06	WEEK 9	Giftedness and Talent Development READ: Chapter 7 DUE: ESSAY #3
03/29/06	WEEK 10	Emotional & Behavioral Disorders READ: Chapter 8 DUE: INTERVIEW #2 (Related Services)
04/05/06	WEEK 11	Physical Impairments & Special Health Care Needs READ: Chapter 9 DUE: ESSAY #4
04/12/06	WEEK 12	Deafness & Hard of Hearing READ: Chapter 10 DUE: OBSERVATION #3 (Inclusion)

04/19/06	WEEK 13	Visual Impairment READ: Chapter 11 DUE: ESSAY #5
04/26/06	WEEK 14	Autism Spectrum Disorders READ: Chapter 12 DUE: OBSERVATION #4 (Your choice)
05/03/06	WEEK 15	Low Incidence Disabilities READ: Chapter 13
05/10/06	WEEK 16	Presentations of Group Project #2 Presentations of Final Projects DUE: FINAL PROJECT

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

Assessments	Links to Course Outcomes	Percentage of Grade
Four observations of students with disabilities in a variety of educational settings	Outcomes # 5, 8, 9, 10, 13,14	20%
Three interviews: with a special education teacher, a general education teacher, and a professional providing related services.	Outcomes # 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 15	15%
Five essays on a variety of issues in special education.	Outcomes #1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14,	15%
Two group projects	Outcomes #1, 2, 4, 5, 6, 7, 9, 11, 12,13, 14, 15	15%
Final project	Outcomes #4, 5, 6, 7, 8, 9, 10, 11, 12, 13	20%
Class participation	Outcomes #1 - 15	15%

5. GRADING SCALE:

**A: 92-100% A-: 90-91% B+: 88-89% B: 82-87% B-: 80-81% C+: 78-79% C: 72-77%
C-: 70-71% D+: 68-69% D: 62-67% D-: 60-61%**

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

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.

Consequences of Academic Dishonesty:

For information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

8. OTHER:

Class participation is mandatory. Lack of participation during class discussions and in small group activities will affect the Class Participation grade. Unless there is a documented emergency, make-up assignments for participation points are not available.

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

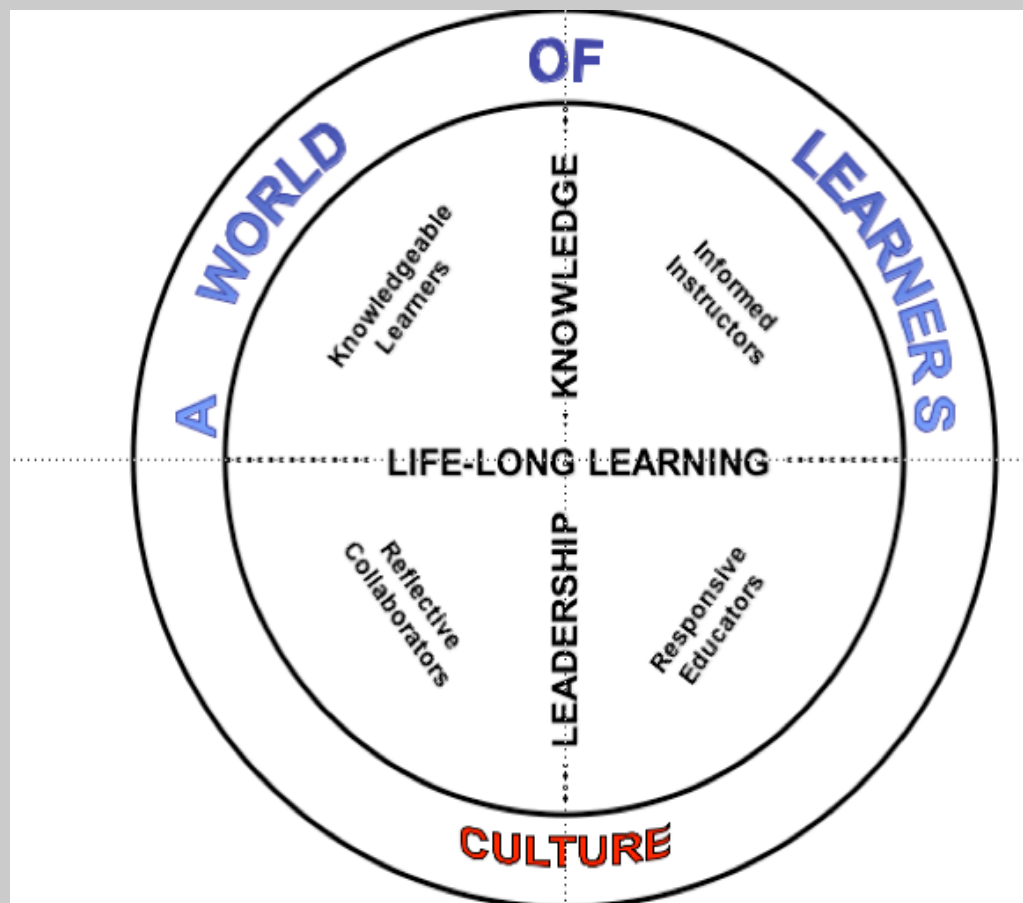
No assignments will be accepted after the last day of class.

**WEBSTER UNIVERSITY
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 universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. 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. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

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:

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) 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
 - 2.4 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

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).