



Course Syllabus

EDUC 2900-01	THE EXCEPTIONAL INDIVIDUAL	SPRING 08
ON CAMPUS WEBSTER HALL ROOM 324	MARILYN MILLER 636-498-1105 MMiller@Webster.edu or Marilyn.Miller@STL-OnLine.Net	3 Credit hours

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 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 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 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 MO-STEP 3.3 GC4K4, CC5K4, GC7K3, GC8K4
Students will be able to identify the primary	MO-STEP 3.1

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 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 MO-STEP 3.3 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 MO-STEP 3.1 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 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 MO-STEP 3.2 CC5S7
Students will be able to identify strategies to work with chronically or terminally ill individuals and their families.	SOE 3.3, 4.4 MO-STEP 3.3 GC2K6, CC5S16
Students will be able to explain how diversity issues affect the education of children with special needs.	SOE 4.1, 4.2 MO-STEP 3.4 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 MO-STEP 10.3 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
Guest Speaker

SPRING 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
Read Chapter 11
(Teaching Experience)
Assignment 3 due (assignments always due on Thursdays)
- Week 13** Deafness and Hard of Hearing
Read Chapter 10
(Teaching Experience)
- Week 14** Very Low Incidence Disabilities
Read Chapter 13
Article
Quiz
Assignment 4 due (assignments always due on Thursdays)
- Week 15** Multicultural and Bilingual Special Education
Read Chapter 3
- Week 16** **FINAL PROJECT DUE**
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. 6th 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

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.

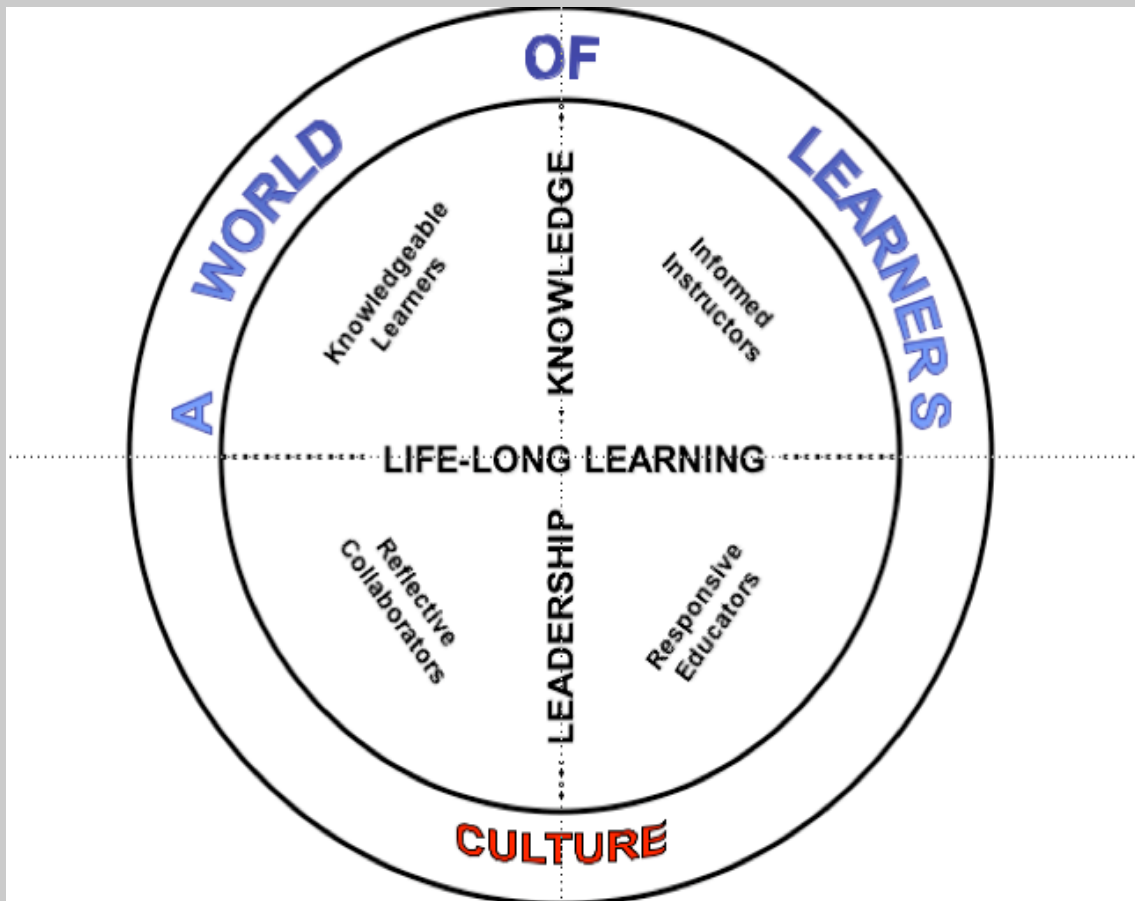
This syllabus is subject to change at the discretion of the instructor.

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>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.</p>	<p>2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>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.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>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.</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) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>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.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>

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 ^{1/} .
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 ^{1/} .
GC1K5	Continuum of placement and services available for individuals with disabilities ^{1/} .
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 ^{1/} .
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 ^{1/} .
GC2K4	Psychological and social-emotional characteristics of individuals with disabilities ^{1/} .
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.

GC5K1	Barriers to accessibility and acceptance of individuals with disabilities ^{1/} .
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 ^{1/} .
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 ^{1/} .
GC9K2	Organizations and publications relevant to individuals with disabilities ^{1/} .
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 ^{1/} .