COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education  Course No.  EX635
Course: Psychology and Education of Students with New: Sp ‘03
Special Needs

“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

This course is to assist in preparing graduate students to meet the diverse educational needs of the exceptional learner: mentally retarded; learning disabled; behavior disordered; visual, hearing, speech language, physical impaired; gifted and at risk. (3)

Conceptual Framework:
This course prepares graduate students to become caring, reflective, and competent professionals who will be able to demonstrate knowledge and awareness of populations of children with special needs from multicultural and global perspectives by modeling best teaching practices.

Instructor’s Emphasis: In keeping with the College’s conceptual framework, this course will emphasize the following aspects: definition of special education; special education law; types and definitions of special populations; etiologies, prevalence, severity within, and general characteristics of special populations; general assessment of special populations; learning environments required by special populations; and special education technology services and devices for various special populations.

II. Prerequisites:

Must be admitted to a graduate program or by permission of the instructor.

III. Purpose or Objectives of the Course:

Upon completion of the course the student will have demonstrated the knowledge base and skills necessary to:

A. define and describe exceptional children and children at risk generically and categorically within our culturally diverse society.

B. describe basic service alternatives appropriate for the education of these diverse learners.

C. identify basic components of state and federal law related to the education of students with disabilities and Section 504 issues.
D. define and describe the role of the regular educator in screening, identification, and delivery of educational services to exceptional and at risk children.

E. describe the Student Support Team pre-referral procedures.

F. identify members of the individual education program (IEP) and individual family service plan (IFSP) team and their roles in assessment, development, and delivery of the IEP and IFSP.

G. identify basic components of the IEP and IFSP and the responsibility of the regular educator to collaborate with special education throughout the inclusion process.

H. describe the concepts of mainstreaming, inclusion, and/or least restrictive environment and the role of the regular educator implied and required by these concepts.

I. describe educational technologies and types of software beneficial for the education of exceptional children.

J. identify characteristics that culturally and linguistically diverse learners may bring to the regular classroom and techniques educators may use.

K. apply curriculum adaptations and modifications for students with specific learning needs as well as those with cultural and linguistic diversity.

IV. Expectations of Students:

A. Students are expected to complete all assigned readings.

B. Students are expected to participate in class discussions and activities. (1.2.1.1-4)

C. Students are expected to demonstrate achievement by their performance on examinations and short essays. (1.2.2.1; 1.2.2.4; 1.2.3.3)

D. Students are expected to complete a portfolio with assignments and reflection pages on the content of this specific course. (1.2.2.2; 1.2.3.1-4; 1.2.4.1; 1.2.4.3; 1.3.5.2; 1.2.7.2; 1.2.8.3; 1.2.9.1; 1.2.10.4)

(MoStep Coding for alignment of artifacts with Quality Indicators)

V. Course Content or Outline:

A. Introduction to the course
1. Definitions of exceptional children 9
2. Prevalence of exceptional children in the school
age population
3. Historical background of special education
4. Legislation and litigation in special education

B. Consideration of exceptional children according to category label

Generally each category will be presented by examination of definition, classification, prevalence, etiology, identification, psychological and behavioral characteristics, and educational implications for instruction. The following categories will normally be considered via assigned reading, lecture, or both.
1. mental handicaps
2. learning disabilities
3. emotional disturbance/behavior disorders
4. speech and language disorders
5. hearing impairments
6. visual impairments
7. physical handicaps
8. giftedness
9. at risk populations

C. Trends and issues in special education concerning exceptional, culturally diverse and at risk populations.

VI. Textbook(s) and Other Required Materials or Equipment:


VII. Basis for Student Evaluation:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each year.

A. Performance on mid-term and final exam.

B. Participation in classroom activities and discussions.

C. Short essays.

D. Portfolio/Reflection Pages.

VIII. Knowledge Base:


**Web Sites:**
**Council for Exceptional Children:**
[http://www.cec.sped.org](http://www.cec.sped.org)
[http://www.tamcec.org](http://www.tamcec.org)

**Missouri Department of Elementary and Secondary Education:**
[http://services.dese.state.mo.us](http://services.dese.state.mo.us)
[http://www.dese.state.mo.us/divinstr/assess/mapa.html](http://www.dese.state.mo.us/divinstr/assess/mapa.html)
[http://services.dese.state.mo.us/programs.html](http://services.dese.state.mo.us/programs.html)

**U. S. Department of Education**
[http://www.ideapRACTICES.org/lawandregs.htm](http://www.ideapRACTICES.org/lawandregs.htm)