Administrative Unit: Education Department
Course Prefix and Number: EDUC 390
Course Title: Education and Psychology of the Exceptional Child

Digital Descriptions:

<table>
<thead>
<tr>
<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
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<tr>
<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
<td>Total # = Lec Hrs + Lab Hrs</td>
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<td>2-3 — 2-3 — 0</td>
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Catalog Description: The study of teaching children with exceptionalities. Students study the effects of exceptionality on children's cognitive, affective, and psychomotor behaviors. Prerequisites: EDUC 230. Offered Spring semester.

Prerequisites/Corequisites: EDUC 230.

Technology Requirement: A microcomputer application is required.

DESE QI Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11


Course Objectives: By the end of the semester students will be able to:
1. History of current special education programs. MoSTEP: 1.1, 1.2, 1.3, 1.4, 1.5
2. History of critical legislation pertaining to special education. MoSTEP: 1.4, 1.5
3. "Least restrictive environment" definition, levels, interpretations. MoSTEP: 3.1, 3.2, 3.3, 3.4
4. Individualized Educational Plan (IEP) for special students. MoSTEP: 8.1, 8.2, 8.3, 8.4, 5.1, 5.2, 11.1
5. Social acceptance of people with handicapping conditions. MoSTEP: 3.1, 3.2
6. Collaboration and coordination of professional service personnel working with special needs students. MoSTEP: 9.1, 9.2, 9.3, 7.1, 7.2, 10.1, 10.2
7. Unique characteristics of families with special needs students. MoSTEP: 3.1, 3.2, 2.1, 2.2, 2.3, 2.4, 6.1, 6.2, 6.3
8. The design of objectives which meet the needs of special students. MoSTEP: 4.1, 4.2, 4.3
9. Critical components in lesson planning for special needs children. MoSTEP: 4.1, 4.2, 4.3
10. Critical categories within the framework of special education:

11. At Risk.

Topical Outline:
1. Course Overview.
2. Special Education Law.
3. Levels of Least Restrictive Environment.
4. The Individual Educational Plan.
5. Social Acceptance of Handicapping Conditions.
6. Collaborating and Coordinating With Other Professionals.
7. Families With Special Needs Children.
8. Mental Retardation.
9. Speech and Language Impairments.
10. Learning Disabilities.
11. Giftedness & Creativity.
15. Physical Disabilities.
17. Designing Flexible Lesson Plans.
18. Designing special Education Objectives.

Upper Limit Hour Requirement: When taken for 3 hours of credit, the topical outline of the course must be extended to indicate the increased depth of material studied, or the student must be required to complete a substantive research manuscript demonstrating application or synthesis of the knowledge base.

Recommended maximum class size for this course: 35

Prepared by: Jacqueline High, Ed.D.

Date: January 17, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.