Administrative Unit: Education Department

Course Prefix and Number: EDUC 525

Course Title: Educating Exceptional Individuals

DIGITAL DESCRIPTIONS

STUDENT DESCRIPTION: PAY-HOUR DESCRIPTION:
# Cr Hrs - # Lec Hrs - # Lab Hrs Total # = Lec Hrs + Lab Hrs
3 - 3 - 0 3 = 3 + 0 X 2/3

Catalog Description: The study of all components affecting the education of exceptional individuals. Variables addressed include: the type and extent of the handicapping condition; the legal conditions and constraints influencing placement and instruction; the roles of the personnel who work with exceptional students, including special teachers, classroom teachers, parents, administrators, and counselors; methods and materials used in instruction; classroom management. The role of the classroom teacher will be emphasized. Prerequisite: Graduate standing. Offered Fall semester.

Prerequisites/Corequisites: Graduate standing.

Exceptional Children and Youth, 6th ed. Haring, McCormick and Haring, Eds.
Educating Exceptional Children, Annual Editions. Freiberg, Ed.
Special Voices. 7th ed.
Extensive use of periodical literature.

Course Objectives: By the end of the course, students will be able to:

1. Identify and discuss critical attitudes toward special children and youth prior to the 20th century;
2. Identify and discuss legislation and litigation in the 20th century which has shaped and controls the education of special children;
3. Identify and discuss the categories of exceptionality and the effects of labeling;
4. Identify and discuss alternative approaches for providing serving the exceptional, including but not limited to transdisciplinary teams, mainstreaming, integration, inclusion, special services, contained classrooms;
5. Identify and discuss the role of attitudes and expectations in teaching special children, including those of the teachers, parents, special students, and nonhandicapped students;
6. Identify and discuss Individualized Educational Plans - how they are developed, implemented, and assessed;
7. Identify and discuss the implications for curriculum development and instructional planning for each of the exceptionalities;
8. Develop appropriate instructional strategies for use with each of the exceptionalities;
9. Modify given instructional units to meet the needs of students with each of the exceptionalities;
10. Develop a management plan for working with special students within the regular classroom;
11. Identify and discuss the roles of various school personnel working with special students;
12. Develop a plan for maximizing the contributions of all who work with special students and the classroom teacher.

Topical Outline: The history of special services; legislation and litigation affecting special students; alternative approaches for providing services for special students; the effects of labeling; the effects of attitudes and expectations upon special students; the categories of exceptionalities and the characteristics, interventions, and innovations in dealing with each; the IEP; the personnel and resources for working with exceptionalities; curriculum and instruction for exceptional students.

Recommended maximum class size for this course: 15

Prepared by: Jacqueline High, Ed.D.
Name Signature

Date: September 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.