Syllabus:  Education 230
Survey of Exceptional Children
Spring 1999
Professor:  Johnnie B. Watson

Text:


Purpose:

The purpose of this course is to investigate the varying exceptionalities among school age children and young adults.

Objectives:

1. To recognize the symptoms and characteristic behaviors of varying exceptionalities.
2. To understand possible causes of varying exceptionalities.
3. To observe the instruction of exceptional children in classroom settings.
4. To understand how instructional technology can be used to meet the learning needs of exceptional children.
5. To understand the P.L. 94-142 requirements for the Individualized Education Plan (IEP).
6. To examine attitudinal barriers related to acceptance of persons with disabilities.
7. To understand the alternative learning environments needed to aid exceptional children reach their individual potential.
8. To understand things a regular classroom teacher might observe which would lead him/her to suspect that a student had a particular disability.

Requirements

This course requires students to participate in discussing the assignments and to interact with guest speakers.

Lectures, discussions and reading assignments are reinforced through
field trips to five (5) schools with high percentages of exceptional children.

A six (6) day practicum enables each student to have “hands-on” classroom experience assisting with exceptional children in the area of their choice.

A term paper supported by a minimum of five (5) relevant references is required.

There will be a mid-term and final exam. The students at Rhodes maintain the honor system and assume responsibility for the honorable conduct of all academic tests and examinations. No proctor will supervise exams.

Attendance will be a major factor in determining points for class participation, field trips and the practicum. Students will assume the responsibility for keeping attendance records for these activities.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>91-92</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>89-90</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>83-88</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>81-82</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>79-80</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>73-78</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>71-72</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>69-70</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>63-68</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>61-62</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>0-60</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Points for Grading

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Trips</td>
<td>10</td>
</tr>
<tr>
<td>Practicum</td>
<td>12</td>
</tr>
<tr>
<td>Term Paper</td>
<td>8</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Points 100
Calendar:  Education 230  
Spring 1999  
January

15  Overview of Course/Syllabus/Calendar  
    Grading Procedures

20  Assignment:  Chapter 1  
    History of Concern for the Handicapped  
    Major Legislation for Exceptional Children  
    Significant Judicial Decisions  
    Categories of Exceptionality

22  Assignment:  Chapters 2 and 3  
    Discriminatory Assessment and Placement Issues  
    Test Bias/Cultural Bias  
    Early Childhood Special Education  
    Causes of Disabilities in Infants and Young Children
27  Field Trip: Boling Center for Developmental Disabilities (Early Childhood Special Education)

29  Assignment: Chapters 9 and 10
    Factors Affecting Speech, Language and Communication
    Disorders of Speech, Language and Communication
    Hearing Impairments: Causes, Characteristics, Intervention

February

3    Field Trip: Sea Isle School (Hearing Impaired)

5    Assignment: Chapter 11
    Visual Impairments: Medical/Legal Definitions
    Possible Causes/Assessment and Intervention

10   Field Trip: Hanley School (Visually Impaired)

12   Assignment: Chapter 8
    Common Physical Disabilities Found in Children
    Common Health Impairments/Causal Factors/Intervention

17   Field Trip: Shrine School (Physical and Health Impairments)

19   Assignment: Chapter 5
    Definition of Behavior Disorders
    Aspects of Behavior Disorders that Interest Educators
    Possible Causes/Characteristics/Intervention

24   Mid-Term Exam Review

26   Mid-Term Exam

March

3    Field Trip: Fox Meadows Center (ED)

5    Assignment: Chapter 4
    Trends in the Learning Disability Field
    Criteria for Identifying LD Students
    Possible Causal Factors

10   Spring Recess

12   Spring Recess
17 Assignment: Chapter 6
Definition of Mental Retardation
Historical Treatment of Individuals with Mental Retardation
Learning Related Characteristics

19 Assignment: Chapter 12
The Gifted and Talented: Common Characteristics, Identification, Intervention

Speaker: “The CLUE Program”
Representative from the Memphis City Schools

24 Preparation for Practicum Visits
Special Education Forms

26 Practicum

31 Practicum

April

2 Practicum

7 Group Assignment: Individualized Educational Plans

9 Easter Recess

14 Practicum

16 Critique of Practicum Experiences
Discussion of IEP Group Assignment

21 Assignment: Chapter 7
Severe and Profound Handicaps

23 Assignment Chapters 13 and 14

Term Papers Due

28 Lecture: Students with Complex Health Care Needs

30 Final Exam Review

May

4 Final Exam 8:30 - 11:00 a.m.