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EDUC 230-01, Survey of Exceptional Children, Spring 1999

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

Text:

Exceptional Children and Youth. Sixth Edition. Norris G. Haring and Linda McCormick. (Merrill Publishing Company: Columbus, 1994).

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.

| Grading Scale: | Points | Grade |
|-----------------------|---------------|--------------|
| | 93-100 | A |
| | 91-92 | A- |
| | 89-90 | B+ |
| | 83-88 | B |
| | 81-82 | B- |
| | 79-80 | C+ |
| | 73-78 | C |
| | 71-72 | C- |
| | 69-70 | D+ |
| | 63-68 | D |
| | 61-62 | D- |
| | 0-60 | F |

Points for Grading

| | | |
|---------------------|------------|----|
| Class Participation | 10 | |
| Field Trips | | 10 |
| Practicum | | 12 |
| Term Paper | | 8 |
| Mid-Term Exam | | 30 |
| Final Exam | | 30 |
| 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.**
