Moberly Area Community College
Common Syllabus
EDU242 Education of Exceptional Learners

Current Term

Instructor: 
Office Number: 
Office Hours: 
Contact Information: 
Classroom Number: 
Class days and time: 

Catalog Description: EDU242 Education of Exceptional Learners (3-0-3)
This survey course is an introduction to exceptional learners and their education in grades P-12. Students will gain a comprehensive understanding of the characteristics of people with special needs in addition to strategies of educating and including all learners in general education and special education settings. Students will research and discuss complex issues related to compliance with state and federal education laws, such as the Individuals with Disabilities Educational Act (IDEA) and the Americans with Disabilities Act (ADA) as well learn to navigate special education processes, such as referral, eligibility, re-evaluation, and IEPs. This course requires a 15-hour special education field experience component.

Prerequisites: Foundations of Education in a Diverse Society

Text(s): 
Title: Human Exceptionality: School, Community, and Family
Author: M. L. Hardman, MW. Egan, & C.J. Drew
Publisher: Wadsworth
ISBN: 978-1-3055-0097-6

Other Required Materials: An open mind
An electronic/digital storage device
Regular access the internet and your Hound mail account.
A 3 ring binder is suggested but not required.

Purpose of Course: This course is intended to introduce students to exceptional learners and their education. It introduces students to the identification, evaluation and instructional planning for Exceptional Learners. Students will learn the roles and responsibilities everyone who interacts with the students and the legal issues related to them.
**Course Objectives:** Upon successful completion of this course, students should be able to demonstrate the objectives listed below. Acquisition and retention of these objectives are dependant on the student being a reflective participant in the course. Appropriate objectives are linked to the Missouri Teacher Standards and the Missouri Standards for the Preparation of Educators (MoSPE).

The student will:

1. Define the term “exceptional” as it is currently used in educational settings (MoSPE/MIPEC 1A1).
2. Formulate a philosophy for providing a free and appropriate education to exceptional learners, noting state and federal legislation (MoSPE/MIPEC 3A1, 3A2, and 3A3).
3. Summarize the legal rights of exceptional learners and their families with emphasis on identification and referral procedures (MoSPE/MIPEC 3A1, 3A2, 3A3).
4. Identify the major categories of exceptionality and criteria for identification as defined by the Individuals with Disabilities Education Act (IDEA) and by relevant state rules (MoSPE/MIPEC 2A4, 2A5, and 3A1).
5. Describe instructional strategies, classroom management, and environmental modifications that promote learning on the part of exceptional students (MoSPE/MIPEC 1A2, 2A4, 2A5, and 6A2).
6. Identify resources, including technology and community resources, which are available to facilitate the education of exceptional learners (MoSPE/MIPEC 4A2, 5A3, 6A3, 6A4, 9A1, and 9A2).
7. State the roles and responsibilities of teachers, parents, students, and professionals from allied disciplines in the education of exceptional learners, with emphasis upon the planning and implementation of individualized education plans (MoSPE/MIPEC 7A1, 7A2, 7A4, 7A5, 8A3, 9A1, and 9A2).
8. Examine the evolution of the concept of the exceptional learner from the perspectives of various disciplines, including medicine, behavioral sciences, and education (MoSPE/MIPEC 1A1 and 2A1).
9. Identify the procedural safeguards, including ethical practices for confidential communication to others about individuals with exceptional learning needs (MoSPE/MIPEC 7A5 and 8A3).

**Course Content:**

1. **Contextual Perspectives of Special Education in the United States**
   A. Historical
   B. Social
   C. Philosophical
   D. Familial
   E. Cultural
   F. Medical
   G. Educational
2. Definitions
   A. Normal
   B. Exceptional
   C. Disability vs. handicap
   D. People-first language

3. Litigation, Legislation, and Advocacy
   A. IDEA
   B. ADA
   C. Current state and federal regulations
   D. Court decisions
   E. Advocacy groups

4. Identification, Evaluation, and Instructional Planning for Exceptional Learners
   A. Eligibility requirements
   B. Referral and evaluation processes
   C. 504 Plans and IEP development (initial and annual review)
   D. Appropriate modifications and accommodations
   E. Universal Design Learning

5. The Inclusive Classroom
   A. Characteristics of an inclusive classroom
   B. Culturally responsive teaching

6. Categories of Exceptionalities
   A. Physical and sensory impairments
   B. Disorders of cognition, learning, and communication
   C. Socio-emotional disabilities
   D. Gifted and talented
   E. Multiple disabilities

7. Behavior Management Techniques for Exceptional Learners

8. Technological Interventions for Exceptional Learners

9. Roles and Responsibilities
   A. Educators
   B. Allied professionals
   C. Paraprofessionals
   D. Parents (and family)
   E. Students
Assessment of Student Learning: Students will be provided opportunities to demonstrate their understanding of and ability to meet course objectives in a variety of assessments experiences. Many of these experiences will be performance-based, some will have timed components. These experiences will allow students to communicate not only what they have learned from the readings and from the classroom experience, but also what they can DO with that information related to teaching.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments: Required Assignments: Detailed handouts will be provided in class. One copy of each assignment completed should be turned into the instructor for grading. STUDENTS MUST RETAIN A DUPLICATE COPY OF MAJOR PROJECTS FOR THEMSELVES AS POSSIBLE ARTIFACTS TO INCLUDE IN THEIR PRELIMINARY CANDIDACY PORTFOLIO. The following provides a brief description of each category.

1. Reflection/Analysis/Writing 40%
   A. Homework and in Class Activities
   B. Reactions to Readings -as assigned
   C. Reflection Papers -1 to 2 pages on specific concepts.
   D. Position Papers

2. Assessment 20%
   A. Quizzes (Some of which will be announced.)
   B. Tests
   C. Final Exam

3. Projects 40%
   A. Subject Area Lesson/Unit/Semester Plans
   B. Classroom Organization and Management Plans
   C. Annotated Bibliographies -organized around major theories and concepts

Schedule of Student Assignments/Activities: Per instructor
Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Valuing**: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook*, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy**: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week**: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week**: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by
the student and the student still has the opportunity to be successful in the course.

**4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

**Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>Course Type</th>
<th>Description</th>
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<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course      | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
| Online Course      | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor policy

**Make up and late work:** Per instructor policy

**Extra credit work:** Per instructor policy
**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.