

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix & Number: EDX 8303

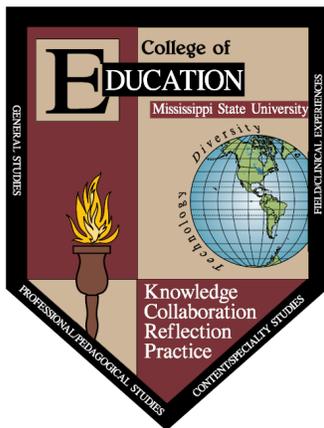
Course Title: Seminar in Mental Retardation

Credit: 3 semester hours

Type of Course: Lecture

Catalog Description: An advanced course dealing with the condition of mental retardation. Educational implication and research involving those classified as mentally retarded.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

EDX 8303 Practicum: Seminar in Mental Retardation – Spring 2014

Course Objectives:

1. The student will demonstrate a knowledge of the controversies in measuring intelligence. CFPO 3,7
2. The student will demonstrate a knowledge of the recent scales for measuring intelligence for diverse cultures, e.g., SOMPA (System of Multipluralistic Assessment). CFPO 4,7
3. The student will demonstrate a knowledge of the "Jensen Report." CFPO 8
4. The student will demonstrate a knowledge of the deinstitutionalization movement with merits and demerits. CFPO 8
5. The student will compare and contrast the AAMR definition of intelligence to that of Tredgold and Doll. CFPO 1, 12
6. The student will demonstrate a knowledge of effective least restrictive environment along with inclusion, for individuals with mental retardation. CFPO 9
7. The student will demonstrate a knowledge of the various genetic and sex-linked etiologies of mental retardation. CFPO 9
8. The student will trace the development of support and opportunities for individuals with mental retardation from its early beginning with Sequin, Itard, and Montessori to the present regulations under PL 101- 476, IDEA. CFPO 3,8
9. The student will demonstrate a knowledge of the concept of "pseudo - retardation." CFPO 3
10. The student will trace the major and minor funding sources for servicing the individuals with mental disabilities. CFPO 8
11. The student will demonstrate a knowledge of the major legislation for the protection of rights of individuals with mental retardation. CFPO 3
12. The student will demonstrate a knowledge of the typical life cycle for individuals with mental retardation. CFPO 3, 12
13. The student will demonstrate a knowledge of how recent technology has impacted, learning and career opportunities for individuals' mental retardation. CFPO 11

Topics to Be Covered:

1. Incidence and prevalence of mental retardation (AAMR, 1992). 6 Hrs.
 - a. Regional and global influences and prevalence

- b. National and international classification
- 2. Theories of intelligence and the relation to mental retardation. 8 Hrs.
 - a. Spearman's theory
 - b. Jensen's theory
 - c. Guildford's theory
 - d. Thorndike's theory
 - e. Gardner=s theory
- 3. Assessment issues and procedures. 7 Hrs.
 - a. Traditional testing
 - b. Multicultural aspects of mental assessment
 - c. Legal issues of assessment
- 4. Early life and preschool years for individuals with mental retardation. 7 Hrs.
 - a. Normal development
 - b. Critical periods and milestones
 - c. Developmental vulnerability
- 5. The school years for individuals with mental retardation. 8 Hrs.
 - a. Normal development
 - b. Critical periods and milestones
 - c. Developmental lag
- 6. The retarded adult with mental retardation. 4 Hrs.
 - a. Community living
 - b. Marriage and the family
 - c. Sexuality
 - d. Employment
 - e. The aged retarded
- 7. The family of an individual with mental retardation. 5 Hrs.
 - a. Stages of adjustments
 - b. Financial impact and other psychosocial stressors
 - c. Planning for the future

Text:

Drew, C. J., Hardman, M. L. (2007). *Intellectual disabilities across the life span* (9th ed.). Columbus, OH: Merrill.

Methods of Instruction:

All class members will be assigned weekly reading topics utilizing both the basic textbook and outside readings. The instructor will lecture for the first half of each class period, and a seminar discussion will be held for the second half of the class period.

Suggested Student Activities:

1. Each student will be responsible for mastering the concepts of the text used for the course. (all course objectives)

2. Each student will attend a field trip to a service agency for the mentally disabled, e.g., Phillips Group Home for individuals with mental retardation. (all course objectives)
3. Each student will report on a suggested topic in seminar fashion. (all course objectives)
4. Each student will serve as a seminar coordinator to direct discussions. (all course objectives)
5. Each student will hand in weekly read annotated cards reviewing reading topics assigned. (all course objectives)

Academic Integrity: Honor Code

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: <http://students.msstate.edu/honorcode>

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, graduate students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Evaluation of Student Progress:

1. Thoroughness of weekly reports in seminar.
2. Leadership in directing weekly seminars.
3. Annotated bibliography cards.
4. Essay type final examination.

Bibliography:

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- Downing, J., & Perino, P. (2001). *Including students with severe and multiple disabilities in typical classrooms*, 36(1), 26-31.
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