

## COURSE SYLLABUS

**EDUC 2900.02  
THE EXCEPTIONAL  
INDIVIDUAL**

**Mary Bevel, EdD  
Spring 2005  
961-2660 #7504  
bevelma@webster.edu**

### Course Description:

This course is intended for students in education and others interested in the education and counseling of individuals with exceptional and/or disabling conditions. The course will focus on the definition, identification, education, and vocational preparation of students with special needs, with specific reference to those disabilities set forth in the Individuals with Disabilities Act (IDEA).

### Learner Outcomes:

- Students will be able to specify the major components of IDEA, particularly the rights of children with disabilities and their families to educational services.
- Students will be able to identify other legislation protecting the rights of persons with disabilities.
- Students will be able to discuss current issues in special education, such as early intervention, inclusion, discipline issues, and transitional services.
- Students will be able to identify the primary characteristics of specific exceptionalities, including giftedness.
- Students will be able to explain the definition, assessment procedures, and identification criteria of individuals with disabilities.
- Students will be able to list educational and vocational interventions appropriate to the needs of the individual that are implemented in general and special education settings.
- Students will be able to adapt lessons to meet the needs of a diverse group of learners.
- Students will be able to plan activities that facilitate the inclusion or enrichment of a person with an exceptionality within local educational or community settings.
- Students will be able to explain how diversity issues affect the education of children with special needs.

**Schedule: Read the chapter assigned for the week before class. Students are required to come to class prepared to discuss the readings**  
**All cell phones will be turned off during class.**  
**All written assignments will be sent to Dr. Bevel electronically as well as in hard copy.**

**Week 1:**

General Introduction

**Read Chapter 1 before next class.**

Introduction to Special Education

Review Film “On the Road to Brown” Emerson Library

**Read Chapter 2 before next class.**

**Week 2:**

**Individualized Special Education Programs  
Services**

**Read Chapter 3 before next week.**

**Week 3:**

**Multicultural and Bi Lingual Special Education**

**Read Chapter 4 before next class**

Review Film” “Fat City “ Emerson Library

**Week 4:**

Learning Disabilities

Guest Speaker: Miss Kristin Bushell

**Read Chapter 5 before next class**

*On line Quiz Chapters 1, 2, and 3 . . .*

**Week 5:**

**Learning Strategy 1: Learning Disabilities due:**

**Speech and Language Impairments**

**Class Reflection**

**Read Chapter 6 before next class.**

**Review “Lily” series Emerson Library**

**Week 6:**

Mental Retardation

**Learning Strategy 2 Mental Retardation, due:**

*Online Quiz: Chapters 4 and 5*

Read Chapter 8

**Week 7**

EBD

Review “When the Chips are Down” Emerson Library

Read Chapter 7

Learning Strategy 3 Chapter 8

**Week 8**

Giftedness

ADHD

Read Chapter 9 over Fall Break

**Assignment 1 due:**

**Meaningful Paragraph 1 Communication Disorders**

## **Break**

### **Week 9**

#### **Physical Impairments**

Read Chapter 10

Class Reflection

### **Week 10**

Deafness and Hard of Hearing

*Online Quiz Chapters 8 and 9,*

Meaningful paragraph 2 due

Read Chapter 11

Release time for observations

### **Week 11**

#### **Visuals disabilities**

Read Chapter 12

*Online Quiz chapters, 10, and 11 open*

### **Week 12**

Autism

**Assignment 3 due: 11/18**

**Read Chapter 13**

Class Reflection

### **Week 13**

**In class quiz Autism**

**Draft of Final Project due**

**Individual Conferences**

### **Week 14**

**Very Low incident Disabilities**

*Online quiz Chapters 12, & 13 open*

**Read Inclusion Materials**

### **Week 15**

**Inclusion**

**Alternative Education**

**Week 16**   **Exam Week**  
**Final Project due**  
Sharing Projects  
**Final Exam**

**Text:**

**Introduction to Special Education: Teaching in an Age of Opportunity**  
**Duetsch Smith**

**Evaluation:**

Assignments (3)	300 points
Final Project	200 points
Film Reviews	100 points
Quizzes/Learning Strategies	250 points
Class Participation	<u>150 points (6 points per class)</u>
	1000 points total

**Supplements:**

Guidelines for assignments and final project. are on line.

**Other:**

Class participation is mandatory. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a NC will be issued.

***Assignments which are not handed in by the deadlines listed will be penalized by 5 points for each class period they are late unless previous arrangements are made with the instructor.***

This syllabus is subject to change at the discretion of the instructor.