



The Exceptional Individual/SPED 5860.01/3 credits  
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**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).

**Learning 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. (CC1-S2; CC3-K2-3)
- Students will be able to identify other legislation protecting the rights of persons with disabilities. (CC1-S2)
- Students will be able to describe the historical, social and political issues including educational reform initiatives at the state and national level which impact the field of special education. (CC1-K2; LD8-S2)
- Students will be able to describe models, theories, and philosophies that provide the basis for special education practice. (CC1-K2, K5; MO-STEP 6.1; 6.2)
- Students will be able to describe the continuum of placement and service delivery models available for individuals with disabilities emphasizing the appropriateness of meeting individual needs. (CC3-K8)
- Students will be able to describe the effects of one or more disabilities on an individual's learning and explain why the existence of a disability does not preclude normal academic development, cognitive, or communication ability. (CC2-K2)
- Students will be able to discuss current issues in special education relating to early intervention, inclusion, discipline, 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 explain the effects of medical, psychosocial, genetic, and/or environment conditions on the education, cognitive, physical, social, behavioral, and emotional needs of individuals with disabilities. (CC2-K6)
- Students will be able to adapt lessons to meet the needs of a diverse group of learners. (M0-STEP 1.2; 3.2; 3.4; 4.2; 5.1)
- 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 identify strategies to work with chronically or terminally ill individuals and their families.
- Students will be able to explain how diversity issues affect the education of children with special needs. (CC2-K5; MO-STEP 3.4)
- Students will be able to identify strategies to address concerns of families, teachers, students, and community members related to individuals with disabilities (CC7-K2)

**Schedule:**

Week 1	General Introduction Introduction to Special Education Individualized Special Education Programs	Read Chapters 1 & 2
Week 2	Individualized Special Education Programs Multicultural/Bilingual Special Education <b>Online Quiz #1 - chapters 1, 2 &amp; 3 (30 points)</b> <b>Opens immediately after class</b> <b>Closes at midnight on _____</b> <b>Meaningful paragraph 1 due next week (10 points)</b>	Read Chapter 3
Week 3	Learning Disabilities Speech or Language Impairments <b>Assignment A due next week (60 points)</b>	Read Chapters 4 & 5
Week 4	Learning Disabilities Speech or Language Impairments <b>Online Quiz #2 – chapters 4 &amp; 5 (20 points)</b> <b>Opens immediately after class</b> <b>Closes at midnight on _____</b>	Read Chapters 4 & 5
Week 5	Mental Retardation	Read Chapter 5
Week 6	Emotional & Behavior Disorders <b>Online Quiz #3 – chapters 6 &amp; 8 (20 points)</b> <b>Opens immediately after class</b> <b>Closes at midnight on _____</b> <b>Meaningful paragraph 2 due next week (10 points)</b>	Read Chapter 6

Week 7      Physical Impairments      Read Chapters 9, 10 & 11  
                Hearing Impairments  
                Visual Impairments  
                **Online Quiz #4 - chapters 9, 10 & 11** (30 points)  
                                  **Opens immediately after class**  
                                  **Closes at midnight on \_\_\_\_\_**  
                **Meaningful paragraph 3 due next week** (10 points)  
                **Assignment B due next week** (150 points)

Week 8      Autism      Read Chapters 12, 13 & 7  
                Low Incidence Disabilities      Article: "Moving to Italy"  
                Gifted & Talented  
                **Online Quiz #5 – chapters 12, 13 & 14** (30 points)  
                                  **Opens immediately after class**  
                                  **Closes at midnight on \_\_\_\_\_**

**Resources:**

Smith, D. D. (2004). *Introduction to special education: Teaching in an age of opportunity*. Boston: Pearson.

**Evaluation:**

Quizzes	130 points
Meaningful paragraphs	30 points
Assignment A	60 points
Assignment B	150 points
Attendance & Participation	<u>80 points</u> (10 points per class)
	450 points total

Guidelines for assignments will be explained in class.  
No late assignments will be accepted.

Class participation is mandatory. A lack of participation during class discussions and in small group activities will affect your participation grade. Make-up assignments for participation points are not available.

Plagiarism is forbidden at Webster University. In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. If plagiarism is suspected, a copy will be sent to the turnitin.com database to determine if any part of the paper has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

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