WKU

SPED 516 The Exceptional Child:
Perspectives and Issues

Instructor:

E-mail: **Phone:**

Class Meeting Days, Time and
Location:

ONLINE/WEB COURSE

Instructors' Office Hours: To be determined and posted on the Blackboard Site at the beginning of the semester.

Note: This document and other class related materials are available at https://blackboard.wku.edu.

Disclaimer: Note that items in the syllabus and on the course site are subject to change based on critical developments in the field; inclement weather; etc. Note that any changes will always be to the students' advantage and not to the professors. JLA

Course Description: This course presents the history of instructional models and characteristics for students with moderate and severe disabilities (a.k.a. Low Incidence Disabilities). Focus is on the evaluation procedures for identification and implementation of effective instruction for students in need of significant supports.

Learning Outcomes: Upon completing this course, students will be able to:

1. Describe the definitions, characteristics, and potential of those with severe disabilities.
2. Describe and recognize philosophies for teaching students with severe disabilities.
3. Plan instructional programs for students with severe disabilities.

4. Recognize and utilize evidenced based instructional practices for teaching students with severe disabilities.
5. Recognize and utilize evidenced based instructional management procedures for teaching students with severe disabilities.
6. Recognize and adhere to ethical standards of teaching and advocating for individuals with disabilities.

Textbooks and Required Materials:

Required (1)
1. Hallahan, D., Kauffman, J., & Pullen, P. (2015). Exceptional learners: An introduction to special education (12th ed.). Boston, MA: Pearson Allyn and Bacon. [ISBN: 0-205- 57104]

2. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed., 2nd printing). Author: Washington, DC. [ISBN-10: 1433805618].

During the semester, students will be asked to use additional resources found online, in research journals or texts. Additional textbooks may be required

Major Course Topics:

This online course will be delivered in four modules with a culminating Performance.

Module 1:
Overview of Special Education
History
Laws
Process
Confidentiality
IEP/Goals

Module 2:
Qualifications/Definitions
Characteristics of High Frequency Disabilities
Instructional Techniques
Resources

Module 3:
Inclusion
Co-Teaching
Universal Design
Application to Classroom Setting
Research

Module 4:
Cultural Differences
Bilingual Perspectives
Final Research

Description of Course Assignments: Detailed instructions and due dates for each assignment will be outlined on the blackboard course site.

Attendance and Participation Policy:

- ☐ Regular monitoring of blackboard is essential to your success in this course. The professor will make regular announcements and clarify instructions, provide additional resources, and remind you of due dates etc. through the Announcements Page and Email
- ☐ Projects and assignments must be completed within the timelines specified on the course site. LATE is not acceptable and is subject to a penalty past the due date – no matter the reason. This is to be fair to those who have their assignments in at the proper time.
- ☐ Extra credit to improve low grades is not granted. The focus MUST be on the completion prior to the due date of the course requirements as stated in the syllabus.
- ☐ Each participant is required to complete all discussion boards and projects. All word processing documents MUST be typed double spaced WORD format and grammatically correct. Please don't assume that spell check is accurate.
- ☐ Each participant is required to complete all assignments as posted on Blackboard.
- ☐ Rubrics for each assignment will be posted to the Blackboard course site the first week of class.

==Please note:== No student will receive an A if there are missing assignments.

==Also note== that I do not round up at any point in the grading system unless you have earned a final grade of 92.5% with ALL assignments in and ON TIME.

All graduate students are required to have a 3.0 GPA to receive their degree from WKU. See Academic Policies in the current Graduate Catalog.

Student Accessibility Resource Center (SARC)s: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is

270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Disability Accommodation Statement:
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact and register with the Student Accessibility Resource Center (SARC) in Downing Student Union, First floor, 1074. The SARC telephone number is: (270) 745-5004 for both voice and TDD users. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the SARC. However, if you are having difficulty with the materials or assignments, do not hesitate to contact us.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program.** Student work may be subject to review and checks using plagiarism detection software.

Standards Alignment for SPED 516

Note that students who take SPED 516 may be from a variety of programs such as those leading to additional teacher certification or endorsement, or in the Advanced Educational Leadership Director of Special Education program. The course aligns and assesses students based on KY Teacher Standards, Council for Exceptional Children's Advanced Preparation Standards, Council for Exceptional Children's Advanced Preparation Standards for Special Education Leaders and/or Professional Standards for Education Leaders (PSEL). The course differentiates assessments based on the candidate's professional program and goals.

KENTUCKY TEACHER PERFORMANCE STANDARDS (2018):
Candidates taking this course who are enrolled in teacher certification programs are assessed on the Kentucky Teacher Performance Standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment						
	SPED 516	SPED 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630
Standard 1. Learner development			X	X	X		
Standard 2. Learning differences	X	X				X	
Standard 3. Learning environments	X	X	X				X
Standard 4. Content knowledge				X		X	
Standard 5. Application of content			X	X			
Standard 6. Assessment		X					
Standard 7. Planning for instruction	X						X
Standard 8. Instructional strategies	X		X			X	X
Standard 9. Professional learning and ethical practice	X			X	X		X
Standard 10. Leadership and collaboration					X		

COUNCIL FOR EXCECPTIONAL CHILDREN ADVANCED PREPARATION STANDARDS FOR SPECIAL EDUCATION LEADERS (CEC) (2015) AND PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)

Candidates enrolled in this course who are in Advanced Educational Leadership programs are assessed on CEC (Director of Special Education) and PSEL Standards (Director of Special Education; Director of Pupil Personnel; Principal; and Supervisor of Instruction)

CEC Advanced Preparation STANDARDS	ALIGNED WITH SPED 516 ASSIGNMENTS	PSEL STANDARDS	ALIGNED WITH SPED 516 ASSIGNMENTS
AP STANDARD 1: ASSESSMENT	Eligibility Assignment	STANDARD 1 (all indicators): MISSION, VISION & CORE VALUES	Embedded in all assignments
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	Universal Design Assignment	STANDARD 2 (all indicators): ETHICS AND PROFESSIONAL NORMS	Embedded in all assignments
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES	Overview of Special Education Models Assignment	STANDARD 3 (all indicators): EQUITY AND CULTURAL REPONSIVENESS	Cultural Differences, ELL, Bilingual Perspective Assignment
AP STANDARD 4: RESEARCH & INQUIRY	Embedded in all assignments	STANDARD 4 (all indicators): CURRICULUM, INSTRUCTION AND ASSESSMENT	Universal Design Assignment
AP STANDARD 5: LEADERSHIP & POLICY	Special Education Law (IDEA) assignment	STANDARD 5 (all indicators): COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	Overview of Special Education Models Assignment
AP STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE	Embedded in all assignments	STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	Inclusion Assignment
AP STANDARD 7: COLLABORATION	Co-Teaching Assignment	STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	Research Paper
		STANDARD 8 (all indicators): MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY	Cultural Differences, ELL, Bilingual Perspective Assignment
		STANDARD 9: OPERATIONS AND MANAGEMENT	Inclusion Assignment
		STANDARD 10 (all indicators): SCHOOL IMPROVEMENT	Co-Teaching Assignment

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	
4: Clinical Experiences Measure of Teaching Proficiency	Co-Teaching Assignment
5: Measure of Candidate Assessment Proficiencies	Eligibility Assignment
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	Instructional Techniques Assignment
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	Universal Design for Learning Assignment
8: Assessment of Literacy Outcomes	Instructional Techniques Assignment
9: Dispositions	Final Research Assignment