



SPED 535
CURRICULUM FOR MODERATE
& SEVERE DISABILITIES
Spring 2020 Syllabus

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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.

I will always make time to meet and/or answer questions through email. It is best to make an appointment for an in-person meeting or to meet remotely through Zoom. Office hours may be used for remote or in-person meetings. The quickest avenue for a response is email; however, phone calls are always welcome. I make every effort to make sure Emails are answered within 24 hours during the school week however, sometimes emails get lost in a junk mail folder or overlooked inadvertently – if you do not receive an answer within 48 hours of emailing, please resend your email to make sure I've received it.

***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:

Westling, D.L., Fox, L. & Carter, E.W. (2015). *Teaching Students with Severe Disabilities*, 5th ed. Upper Saddle River: New Jersey, Pearson.

ISBN: 10:0-13-310465-6

ISBN 13:978-0-13-310465-3

During the course of the semester, students will be asked to use additional resources found online, in research journals or texts.

Major Course Topics:

- 1 Considerations to teaching persons with severe disabilities
- 1 Preparing to teach persons with severe disabilities
- 1 General Evidence Based Instructional procedures
- 1 Specific Instructional and Management Procedures
- 1 Ethical considerations and standards of the field

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

- ☐ Quizzes over text book chapters
- ☐ Five Mini-Papers including those on philosophies, collaboration, families, and ethics, challenging behaviors, medically fragile students,
- ☐ Five Discussion Boards/Live Chats (The Live Chats will be through ZOOM Meeting Real Time with the Professor – time and date TBD)
- ☐ Instructional Plan/Program
- ☐ Lesson Plan
- ☐ IEP
- ☐ Transition Plan
- ☐ Professional Dispositions

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Chapter Quizzes – 10 at 10 points each	100	Detailed Instructions and Due Dates will be available on Blackboard on the first day of class.
Five Mini Papers – 5 at 20 points each	100	
Discussion Boards- 5 at 5 points each	25	
Instructional Plan	25	
Lesson Plan	100	
IEP	100	
Transition Plan	100	
Professional Dispositions	50	
TOTAL	600	

The following represents the grade equivalent for accumulated points:

A = 600-558 (93-100%)

B = 557-480 (80-92%)

C = 479-420 (70-79%)

D = 419-360 (60-69%)

F = <359 (<60%)

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 535

Note that students who take SPED 535 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 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630
Standard 1. Learner development		X	X	X		
Standard 2. Learning differences	X				X	
Standard 3. Learning environments	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
Standard 8. Instructional strategies		X			X	X
Standard 9. Professional learning and ethical practice			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 535 ASSIGNMENTS	PSEL STANDARDS	ALIGNED WITH SPED 535 ASSIGNMENTS
AP STANDARD 1: ASSESSMENT	Transition Plan IEP	STANDARD 1 (all indicators): MISSION, VISION & CORE VALUES	Embedded in all assignments
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	Lesson Plan IEP	STANDARD 2 (all indicators): ETHICS AND PROFESSIONAL NORMS	Embedded in all assignments
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES	Transition Plan	STANDARD 3 (all indicators): EQUITY AND CULTURAL REPONSIVENESS	Transition Plan Lesson Plan IEP
AP STANDARD 4: RESEARCH & INQUIRY	Embedded in all assignments	STANDARD 4 (all indicators): CURRICULUM, INSTRUCTION AND ASSESSMENT	Transition Plan Lesson Plan IEP
AP STANDARD 5: LEADERSHIP & POLICY	IEP Transition Plan	STANDARD 5 (all indicators): COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	Transition Plan
AP STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE	Embedded in all assignments	STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	
AP STANDARD 7: COLLABORATION	Transition Plan IEP	STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	
		STANDARD 8 (all indicators): MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY	Transition Plan
		STANDARD 9: OPERATIONS AND MANAGEMENT	
		STANDARD 10 (all indicators): SCHOOL IMPROVEMENT	IEP

Course Assignments Serving as an Education Preparation Program “Key Assessment”:

Unit Plan: Develop a Standards-Based Unit of Study with application to a case study of a student with an IEP.

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	
5: Measure of Candidate Assessment Proficiencies	Transition Plan IEP
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	Transition Plan IEP
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	Transition Plan IEP
8: Assessment of Literacy Outcomes	
9: Dispositions	