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Course Title	The Exceptional Child: Perspectives and Issues
Course Prefix & Number	SPED 516
Course Discipline	Exceptional Education
Instructor's Name	Gail Kirby, Ed.D. Associate Professor of Special Education
Semester and Year	Fall 2019
Instructor's Office	1087 Gary Ransdell Hall School of Teacher Education Western Kentucky University 1906 College Heights Blvd. #71030 Bowling Green, KY 42101
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Instructor's E-Mail Address	gail.kirby@wku.edu E-mail is the best way to contact me. Please put the **course number, your last name and the assignment on the subject line**. So mine would be 516_Kirby. Unfortunately, without this information, your e-mail will not be read in a timely manner due to the large volume of daily email in my inbox. Allow 24 hours for responses during weekdays and longer during weekends. On our course, Blackboard site, there is a Coffee House forum in Discussions. Use the Coffee House to direct questions to your classmates (and me if it pertains to the content or assignments), make comments, share resources or pursue other topics.
Office Hours	*Dr. Kirby's Office Hours*

M	T	W	R	F
Online	9:00 – 1:00 or by Appointment	Online	9:00 – 1:00 Or by Appointment	Reserved for department

Catalog Description & Rationale	**EXED 516 EXCEPT CHILD: PERSPECT/ ISSUE 3 hours** Focus is on the characteristics, priorities, resources and issues of children who are disabled, delayed or gifted and their families. Emphasis is on current results of research and perspectives on today's children, families, schools and communities. Descriptions, issues and techniques for each area of exceptionality including learning disabilities, emotional/behavioral disorders, mentally challenged, autism, giftedness, physically challenged, health concerns, communication disorders, hearing loss, blindness or low vision, and traumatic brain injury will be included. **Rationale:** In order to become effective professional, educators must be prepared to understand this special student population and be ready to work with other educators to provide appropriate educational programming for these students. School personnel of all kinds must be aware of the range of student exceptionality that they will encounter in public schools, as well as their diverse learning needs. In addition, opportunities for professional collaboration with special educators, teaching

	in inclusive classrooms, and participation in the special education process (e.g., attending IEP meetings and developing classroom modification) all require working knowledge of current theory, research, and practice as they relate to the education of student with exceptionalities. **Relationship of the Course to University Mission and Objectives:** This course is within the university's mission of increasing student learning and improving institutional Effectiveness. Student learning is increased through the awareness and utilization of the services and procedures of community agencies serving individuals with disabilities. The University's effectiveness is improved by producing better-trained teachers in a critical shortage area at the graduate level.
Text(s)	**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.*
Instructional Methods and Activities	May include, but are not limited to- media presentations, performance tasks/projects, discussion board, lecture, group and individual activities, website reviews, writing projects, research, observations and journal reviews. The professor retains the right to modify assignments. Throughout the semester I may find additional information to share with you, just as I would in a face-to-face class.
Special Instructional Materials	Access to the Internet, Microsoft Office applications, other assigned applications and web-based tools will be required.
Course Objectives	Upon completion of this course, the student will know (CEC Program Standards, 2012): 1. Models, theories, and philosophies that provide the basis for special education practice. (3.3) 2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling. (3.2, 5.2, 7.1) 3. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds. (1.1, 3.3, 7.1) 4. Assurances and due process rights related to assessment, eligibility, and placement (3.3, 6.1, 7.1) 5. Rights and responsibilities of parents, students, teachers, and other professionals, and schools as they relate to individual learning needs (3.3, 6.2, 7.0, 7.1, 7.2, 7.3) 6. Articulate personal philosophy of special education including its relationship to/with regular education (5.1,5.3,6.3) 7. Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs (2.1, 2.2, 2.3) 8. Effects an exceptional condition(s) may have on an individual's life (2.3, 3.2) 9. Educational implications of characteristics of various exceptionalities (1.1, 1.2, 2.3, 3.2) 10. Access information on various cognitive, communications, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs (2.2, 4.1, 4.2, 4.3)

Standards Addressed in this Course	Find full explanations of Kentucky's Advanced Teacher Standards at hyperlink: http://www.kyepsb.net/teacherprep/standards.asp and the CEC Advanced Standards at http://www.cec.sped.org/Standards/Special-Educator-Professional- Comparison of Council for Exceptional Children Advanced Teaching Standards and Kentucky Advanced Teacher Standards:

Objective #	CEC 2012 Advanced Standards	KY Advanced Teacher Standards
3,9	1- Assessment	2. Designs/Plans Instruction 5. Assessment 7. Reflection
6, 7, 8, 9, 10	2- Curricular Content Knowledge	2. Designs/Plans Instruction 5. Assessment 7. Reflection 9. Professional Development
1, 2, 3, 4, 5, 8, 9	3- Programs, Services, and Outcomes	1. Content Knowledge 2. Designs/Plans Instruction 3. Learning Climate 6. Technology 10. Leadership
10	4- Research & Inquiry	3. Learning Climate 4. Manages Instruction 10. Leadership
2, 6,	5- Leadership and Policy	3. Learning Climate 5. Assessment 8. Collaboration 10. Leadership
4, 5,	6- Professional and Ethical Practice	3. Learning Climate 5. Assessment 9. Professional Development 10. Leadership
2, 3, 4, 5	7- Collaboration	8. Collaboration 10. Leadership

KY Core Academic Standards (KCAS) are emphasized in this course through lesson plans and IEP goals.

Topics covered in this course	**Course Topics (other of topics that may be covered during the term):** This online course will be delivered in four modules with a culminating Critical Performance Indicator (CPI).

Module 1: Overview of Special Education History Law 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

References/ Websites	Bauer, A. M., Keefe, C. H., & Shea, T. M. (2002). *Students with learning disabilities or emotional/behavioral disorders*. Upper Saddle River, NJ: Pearson/Prentice Hall. Bauer, A. M., & Shea, T. M. (2003). *Parents and schools: Creating a successful partnership for students with special needs*. Upper Saddle River, NJ: Pearson/Prentice Hall. Choate, J. S. (2004) *Successful inclusive teaching: Proven ways to detect and correct special needs* (4th ed.). Boston, MA: Pearson. Lerner, J. W., & Kline, F. (2009). *Learning disabilities and related disorders* (11th ed.). Boston, MA: Houghton Mifflin. Lewis, R. B., & Doorlag, D. H. (2006). *Teaching special students in general education classrooms* (7th ed.). Upper Saddle River, NJ: Pearson. Long, N., & Morse, W. (1996). *Conflict in the classroom.* Austin, TX: Pro-Ed. Smith, D. D. (2007). *Introduction to special education: Making a difference* (6th ed.). Boston: Pearson/Allyn & Bacon. Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Turnbull, A., Turnbull, R., Erwin, E. J., & Soodak, L. C. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. Villa, R. A., & Thousand, J. S. (Eds.). (2000). *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore, MD: Brookes. Winzer, M., & Mazurek, K. (1998). *Special education in multicultural contexts*. Columbus, OH: Prentice Hall. Wright, P. W. D., & Wright, P. D. (2005). *Wrightslaw: IDEA 2004*. Hartfield, VA: Harbor House Law Press. Yell, M. L. (2006). *The law and special education* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
Assignments/ Point Values:	**All assignments must have your name, date, and title of assignment. Follow APA formatting. For help:** **https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html** Course Activities and point values are presented on the Blackboard materials along with a course calendar. Follow the calendar for due dates. The calendar supersedes any errant dates in BB.
Critical Performance Indicator (CPI)	Kentucky's Teacher Standards for Preparation and Certification - Find full explanation of each standard at: **http://www.kyepsb.net/documents/EduPrep/KentuckyteacherstandardSEPT2007.pdf** Comparison of Council for Exceptional Content Standards and KY The *CPI task focuses on KY standards* EXED 516 Critical Performance (CPI)– Research paper Located at http://edtech2.wku.edu/portfolio/index.php Grades for the class will not be posted until candidates have posted the CPI.

University/ Department Policies	
	APA Style All papers submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (6th ed., 2nd printing.). **APA style will not be taught as a part of this course** but please feel free to ask questions. Students are individually responsible for obtaining and following APA style conventions. Part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. *APA's Publication Manual* is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: http://www.apastyle.org/elecref.html or https://owl.english.purdue.edu/owl/section/2/10/ Another helpful reference: http://blog.apastyle.org/
	Discussion Board Postings (DBP) When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. With that being said, please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board. Refer to the Discussion Board Rubric for expectations. Keep in mind that these should be completed in a professional manner. Statements should be substantiated with facts, details, or publication.
	Disabilities Accommodation Statement Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200 of the Student Success Center in Downing University Center. The OFSDS 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 Office for Student Disability Services. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me.
	Grading Note: A grade of A will not be awarded if you have any late or missing assignments. Nor will I round-up a 92.5 if there are any late or missing assignments. For this class the grading scale is based upon the following: Percentage Range = Final Grade 93 –100 = A 84–92.9 = B 76 –83.9 = C 69 –75.5 = D Below 69 = F

	Plagiarism Policy For the plagiarism policy see http://www.wku.edu/csa/policies/plagiarism.php To represent the ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own and for this class. Students must give the author(s) credit for **ANY** source material used. Credit must be either at the bottom of the material's page or in a list of references. To lift content directly from a source, even if it is from a website or friend's work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an "F" for the assignment and possible dismissal from the university. All plagiarism events must be reported to Student Affairs.
	Technology Management Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the university; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require *more d*edication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. ***Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes Microsoft Office applications. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.***
	WKU College of Education and Behavioral Science Dispositions The Educational Professional Demonstrates the following: Values Learning as evidenced by: ✓ Class Participation ✓ Attendance ✓ Class Preparation ✓ Communication Values Personal Integrity as evidenced by: ✓ Emotional Control ✓ Ethical Behavior ✓ Values Diversity ✓ Values Collaboration Values Professionalism as evidenced by: ✓ Respect for school rules, policies and norms ✓ Commitment to self-reflection and growth ✓ Professional Development and Involvement ✓ Professional Responsibility ***Deficiencies in any of these areas may warrant a meeting with the professor. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.***

Course Policies	
	Assignments or Student Work • Assignments become the property of the professor and may not be returned. Keep all work electronically and regularly back up all work. • Online course are more difficult than face-to-face courses and the learner must be self-driven to schedule time to read, prepare and stay ahead of the due dates. Candidates should schedule at least six (6) hours a week to prepare and complete the work for a three-hour undergraduate course. • Most assignments will have two allowable opportunities to submit on blackboard. THEREFORE, check it to make sure your submission opens, that it is complete and the final edited version was submitted. Two chances to post your submission does not negate the due date.
	Attendance Policy Timely participation and punctual assignments are mandatory components to successfully completing this course!
	Due dates Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. Major life crisis are always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due in class is due when the class begins. Work that is due at midnight is considered late at 12:01 (CST). Work may be submitted early.
	E-Mail Communication You are expected to check the course site and your email on a daily basis for class notifications/updates. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your emails will not be an acceptable excuse for late assignments. All email will be sent to your WKU email address. I send whole class emails through the Blackboard and TOPNET, using your WKU email address. Check with the IT Help Desk at http://www.wku.edu/it/helpdesk/ or call 270-745-7000 for help having your email forwarded or changed. Teachers must be skilled at communication. Email is a form of communication that loses many of the vital components of quality communication and is subjective to interpretation. It is a format that is not appropriate airing conflicts, frustrations or to promote conflict resolution. Use proper thought in creating email communication. (a) It is often difficult to correctly interpret the intended tone of an email message; (b) It is often too easy to quickly zip off a rude email to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) People sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate/disrespectful student email is received, the professor reserves the right to deduct points from the disposition grade and/or to meet with the student about making proper choices.
	Field Experience None is required in this course.

	Written Work Quality
	All submitted work is to be of professional quality. Work that is less than professional will be returned ungraded. A Holistic Writing Rubric will be provided. Students should analyze the rubric and edit work prior to submission. If writing is a weak skill set, read the *Style Manual*. Also procure an editor/tutor to strengthen this skill. This can be accomplished with no charge through the Writing Center at http://www.wku.edu/writingcenter/
	Use "people first" language. Refer to a person first and the disability as second. For example, person with "disability" is correct –Blind student is incorrect. There are some exceptions when referring to students with autism or who is deaf. Points will be deducted for misuse of people first language. A good discussion of this principle can be found at *Resource on Person-First Language* at http://www.asha.org/publications/journals/submissions/person_first.htm
	See Publication Manual (6th ed., 2nd printing, section 8.03, pp. 229–230) for APA formatting requirements (e.g., spacing, typeface).