

<b>SPED 610: Characteristics of students with Low Incidence Disabilities, DD/ASD/MSD</b>																			
<b>Term/Year Syllabus</b>																			
Instructor:																			
E-mail:			Office Phone:																
Class Location:																			
Course Dates: Instructor's Office Hours:																			
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;"><i>Dr.</i></th> <th colspan="3" style="text-align: center;"><i>Office Hours</i></th> </tr> <tr> <th style="text-align: center;">M</th> <th style="text-align: center;">T</th> <th style="text-align: center;">W</th> <th style="text-align: center;">H</th> <th style="text-align: center;">F</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<i>Dr.</i>		<i>Office Hours</i>			M	T	W	H	F					
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**\*Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

**Course Description (3):** Comprehensive review of DD/ASD/MSD from the perspectives of various disciplines. Theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues. Thirty field experience hours required.

**Prerequisites:** None

**Learning Outcomes:**

Course objectives are part of a comprehensive program to meet Council of Exceptional Children (CEC) for Initial & specialty sets (IIC) & (DDA) for students with low incidence disabilities with severe needs, the KY Teacher Standards (KY) and are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will be able to:

1. History of students with severe disabilities and the legal processes now in place.
  - a. CEC: IIC.6.K2 & DDA.6.K3; IIC.6.K2 & DDA.6.K3
  - b. KTS: 1.1, 1.4, 2.1, 3.1, 3.4, 3.5, 4.5, 6.5
2. Characteristics of students with severe disabilities and terminology for the field (i.e. strengths, areas of needs, prevalence, etiology, health issues, etc.)
  - a. CEC: IIC.1.K4 & DDA.1.K2, IIC.6.K1 & DDA.6.K1, IIC.1.K1
  - b. KTS: 1.1, 1.8, 6.1, 6.3,
3. Recognize the correct procedures and documents used in the special education process, federal/state law, effective IEP programs with professional and parental roles.
  - a. IIC.6.K2 & DDA.6.K3, IIC.7.K3
  - b. KTS: 1.1, 1.3, 1.4, 2.1, 3.4, 3.5, 4.5, 6.5, 8.2
4. Analyze and improve sections of an IEP in a case study activity:
  - a. CEC: IIC.6.K6, IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2
  - b. KTS: 1.1, 6.3

5. Know the legal roles of each member of the IEP team.
  - a. CEC:IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2
  - b. KTS: 1.1, 6.3
6. Locate and analyze a professional article. Will be able to research a topical area from the course, current trends, or any other approved area for their focused research paper.
  - a. CEC: 6.0
  - b. KTS: 6.1, 9.4

**Textbooks and Required Materials:**

Wehmeyer, M. L., Brown, I., Percy, M. Shogren, K. A. & Fung W. L. A. (2017). *A comprehensive guide to intellectual and developmental disabilities*, 2<sup>nd</sup> Ed.. Brookes Publishing.

Other materials will be listed and presented at the instructor's discretion.

**Major Course Topics:**

**(some, but not all-inclusive of topics that may be covered during the term):**

This online course will be delivered in four modules or sections.

**Module**

<b><u>Module 1:</u></b> Historical perspectives Overview of Law Trends in MSD identification & instruction Person first terminology and planning Subcategories of disabilities Characteristics of disabilities	<b><u>Module 2:</u></b> Special education process Reading an Individual Psy. report Roles of IEP Team Presumption of Competence Alternative Standards Student centered programing
<b><u>Module 3:</u></b> Instructional supports Writing measurable goals and data collection Reading an IEP to determine components Universal design and tiered support Least restrictive environment Importance of Choice	<b><u>Module 4</u></b> Medical & health issues: Sensory and senses issues Physical positioning and movement Adaptive needs functional needs Medication Mental Health issues Sexuality Issues and trends in the field

**Course Grading and Evaluation:**

**All assignments must have your name, date, class/section posted on them. If I print them out to grade while out of the office, they must be clearly marked.**

Assignments may include, but are not limited to:

Course Obj.	Text	Assignment (Instructor reserves right to modify these assignments as needed for the student to be proficient in the content.) Major assignments are listed while formative assessments are included in blackboard.
1, 2, 3	Wehmeyer text	<b>Module 1</b>

	and course materials	1. <b>Live File:</b> Each candidate will create a “ <b>live file</b> ” containing at least 10 subcategories of disabilities which are low incidence with intensive needs. The Live File will be part of their major website outlining resources and facts about each of the chosen area having at least sub-category name, characteristics, definition, needs, health issues, and instructional tips for parents and/or teachers; legal notes and documents; timeline of special education.
2  1, 2, 3	Create a study guide using the “Development and Characteristics of Learners” section I of Praxis Test.	<b>Module 2</b> 2. <b>Praxis Study Guide</b> for Special Education Core Knowledge and Severe to Profound Applications; Study Companion. Rubric will include professional vocabulary, defined concepts, examples of the concept and at least one live website over the concept.  3. <b>Test</b> based on Praxis study guides.
3, 4, 5	IEP Guidance Document  Wehmeyer et. al text  ARC forms found online	<b>Module 3</b> 4. <b>IEP documents:</b> Each candidate <b>will analyze IEP Team documents</b> (i.e. an a) ARC invitation, b) individual psychological report for a high needs student and c) a draft of an IEP for that student. Candidates will identify at least 20 components of the IEP as defined by the <u>KY IEP guidance document</u> and selecting at least 5 components which are weak. The identified weak areas will be analyzed and corrected based on materials from the course and legal requirements.
6	Research as outlined on Bb site.	<b>Module 4</b> 5. <b>Paper:</b> Each candidate will select an area of interest from the course, research and locate at least four quality articles and <b>write a paper</b> to this prompt, “ Analyze and deduce at least three key concepts you learned about your topic area that will be put into action in your future classroom.”

The following represents the grade equivalent for accumulated points:

93 –100 = A

86 –92 = B

77 –85 = C

76 –69 = D

Below 68 = F

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. A major life crisis is

always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due on line at the end of each module. **The instructor may choose NOT to grade any work until the module is closed.** Work that is due at midnight is considered late at 12:01. Work may be submitted early.

**Student Disability Services:** 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.

**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.

**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. 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.

### **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; **MUST USE .docx and not PDF** for submitting items where grading feedback is expected.
- (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) If 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. Even though periodic travel to a campus classroom may not be required, online courses require *more* dedication, 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 PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.*

#### **ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)**

##### **Course Required P-12 Classroom Observation or Clinical Experiences:**

**Note:** The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 3(3)**.

##### **Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

Advanced Council of Exceptional Children (CEC) specialty set is the SPA. See SPA goals listed in the Course outcomes.