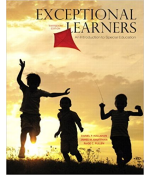
 <b>WKU</b> A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH				
<b>Course Title</b>	The Exceptional Child: Perspectives and Issues				
<b>Course Prefix &amp; Number</b>	SPED 516-700 Online offering				
<b>Course Discipline</b>	Special Education				
<b>Instructor's Name</b>	J. Dusteen Knotts Ph.D.				
<b>Semester and Year</b>	Spring 2019				
<b>Instructor's Office</b>	1086 Gary Ransdell Hall School of Teacher Education Western Kentucky University 1906 College Heights Blvd. #71030 Bowling Green, KY 42101				
<b>Instructor's Telephone Numbers</b>	<i>Home Office (615)335-2684 Please call at reasonable hours and identify yourself for all messages or texts</i>				
<b>Instructor's E-Mail Address</b>	<a href="mailto:jdusteen.knotts@wku.edu">jdusteen.knotts@wku.edu</a> E-mail is a good way to contact me. Please put the <b>course number, your last name and the assignment on the subject line</b> . So mine would be <b>516_Knotts</b> . 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.  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.				
<b>Office Hours</b>	<i>Knotts Office Hours Sp 19 Classes</i>				
	M	T	W	H	F
	Office hours 9-12	Office hours 9-11:30  SPED 345 -01 GRH 1091 12:30-3:40	SPED 516 online Online office hours 2-4	Office hours 9-11:30 OR in field observing  SPED 350-001 GRH 1091 12:45-3:40	EDU 489 GRH 2064 Online and in class on 1/18 & 2/15 for full day
	<i>Times outside of office hours are available by appointment. Also available online via SKYPE at <a href="mailto:jdusteenknotts@wku.edu">jdusteenknotts@wku.edu</a> for digital meetings.</i>				
<b>Catalog Description &amp; Rationale</b>	<b>EXED 516 EXCEPT CHILD: PERSPECT/ ISSUE 3 hours</b> 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.  <b>Rationale:</b> 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.
<b>Learning Outcomes</b>	<p>Upon completion of this course, the student will know and be apply to apply:</p> <ol style="list-style-type: none"> <li>1. Models, theories, and philosophies that provide the basis for special education practice. (3.3)</li> <li>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)</li> <li>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)</li> <li>4. Assurances and due process rights related to assessment, eligibility, and placement (3.3, 6.1, 7.1)</li> <li>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)</li> <li>6. Articulate personal philosophy of special education including its relationship to/with regular education (5.1, 5.3, 6.3)</li> <li>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)</li> <li>8. Effects an exceptional condition(s) may have on an individual's life (2.3, 3.2)</li> <li>9. Educational implications of characteristics of various exceptionalities and strategies used for effective teaching (1.1, 1.2, 2.3, 3.2)</li> <li>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)</li> </ol> <p>Aligned with:            CEC: Council for Exceptional Children 2012 Initial Teacher Preparations Standards <a href="http://www.cec.sped.org/Standards">http://www.cec.sped.org/Standards</a>            KY: Kentucky's Teacher Standards at: <a href="https://sites.google.com/site/stemedstudentteaching/to-dos">https://sites.google.com/site/stemedstudentteaching/to-dos</a>            KFT: Kentucky Framework for Teaching: <a href="http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf">http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky Framework for Teaching.pdf</a></p>
<b>Text(s)</b>	<p><b>Required (1)</b></p> <ol style="list-style-type: none"> <li>1. Hallahan, D., Kauffman, J., &amp; Pullen, P. (2014). <i>Exceptional learners: An introduction to special education</i> (13<sup>th</sup> ed.). Boston, MA: Pearson Allyn and Bacon.</li> </ol> <p>ISBN-13 978-0-13-357104-2</p>  <ol style="list-style-type: none"> <li>2. American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6<sup>th</sup> ed., 2<sup>nd</sup> printing). Author: Washington, DC. [ISBN-10: <b>1433805618</b>].</li> </ol> <p><i>During the semester, students will be asked to use additional resources found online, in research journals or texts. Additional textbooks may be required.</i></p>

Topics covered in this course	<p><b>Course Topics (other of topics that may be covered during the term):</b></p> <p>This online course will be delivered in four modules.</p> <div><div><p><u>Module 1:</u></p><p>Overview of Special Education</p><p>History</p><p>Law</p><p>Process</p><p>Confidentiality IEP/goal</p></div><div><p><u>Module 2:</u></p><p>Qualifications/ definitions</p><p>Characteristics of high frequency disabilities</p><p>Instructional techniques</p><p>Resources</p></div></div> <div><div><p><u>Module 3:</u></p><p>Inclusion</p><p>Co-teaching</p><p>Universal Design</p><p>Application to classroom setting Research</p></div><div><p><u>Module 4</u></p><p>Cultural differences</p><p>Bilingual perspectives</p><p>Final research</p></div></div>																																																									
Assignments/Point value	<p><b>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.</b></p> <p>Assignments may include, but are not limited to:</p> <table><tr><th>Obj</th><th>Points</th><th>Assignment</th></tr><tr><td></td><td></td><td><i>Module 1 Intro to Special Education and the law</i></td></tr><tr><td></td><td>25</td><td>Discussion Board Post Introduction and peer response</td></tr><tr><td>1, 5, 6</td><td>35</td><td>RTI Essay</td></tr><tr><td>3</td><td>30</td><td>IEP Study Guide</td></tr><tr><td>3, 4, 5</td><td>35</td><td>Discussion Board Post #1: You Apply the Law</td></tr><tr><td>3,4,5</td><td>35</td><td>Discussion Board Post #2: Due Process</td></tr><tr><td></td><td></td><td><i>Module 2 Research and characteristics of learners</i></td></tr><tr><td>5, 9,10</td><td>5</td><td>Research Paper Topic</td></tr><tr><td>1-5</td><td>10</td><td>Checks for Understanding Module 1</td></tr><tr><td>1-7</td><td>100</td><td>Analyze the Scenarios</td></tr><tr><td>9</td><td>25</td><td>FAT City Discussion Board</td></tr><tr><td></td><td></td><td><i>Module 3 Research and characteristics of learners</i></td></tr><tr><td>1-10</td><td>50</td><td>Literature Matrix</td></tr><tr><td>8-10</td><td>30</td><td>Content or Activity Instructional Planning for Science or Social Studies</td></tr><tr><td>1,2</td><td>25</td><td>Co-Teaching Discussion Board</td></tr><tr><td>1-10</td><td>75</td><td>Research Paper Due</td></tr><tr><td></td><td></td><td><i>Module 4 Presentation of Research on Learning Characteristics and strategies</i></td></tr><tr><td>7-10</td><td>100</td><td><i>Electronic Resource Book (all components due)</i></td></tr></table>	Obj	Points	Assignment			<i>Module 1 Intro to Special Education and the law</i>		25	Discussion Board Post Introduction and peer response	1, 5, 6	35	RTI Essay	3	30	IEP Study Guide	3, 4, 5	35	Discussion Board Post #1: You Apply the Law	3,4,5	35	Discussion Board Post #2: Due Process			<i>Module 2 Research and characteristics of learners</i>	5, 9,10	5	Research Paper Topic	1-5	10	Checks for Understanding Module 1	1-7	100	Analyze the Scenarios	9	25	FAT City Discussion Board			<i>Module 3 Research and characteristics of learners</i>	1-10	50	Literature Matrix	8-10	30	Content or Activity Instructional Planning for Science or Social Studies	1,2	25	Co-Teaching Discussion Board	1-10	75	Research Paper Due			<i>Module 4 Presentation of Research on Learning Characteristics and strategies</i>	7-10	100	<i>Electronic Resource Book (all components due)</i>
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Grading	<p><b>Note:</b> 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.</p> <p>For this class the grading scale is based upon the following:</p> <p>Percentage Range = Final Grade</p> <p>93 –100 = A</p> <p>84–92.9 = B</p> <p>76 –83.9 = C</p> <p>69 –75.5 = D</p> <p>Below 69 = F</p>																																																									

	<p align="center"><b>(EPSB Program Level Requirements)</b>  <b>Course Assignments and Experiences Related to:</b>  <b>The Kentucky Academic Standards (KAS)</b></p>																
	<ul style="list-style-type: none"> <li><b>The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction</b> Candidates will be researching effective ways to differentiate instruction for students with disabilities based on their learning characteristics and present level of performance.</li> </ul>																
	<ul style="list-style-type: none"> <li><b>Candidates Using the KAS Framework in Lesson Planning</b> Candidates will learn the role of the general education teacher in the delivery of instruction for students with disabilities as well as procedural safeguards for students that learn differently.</li> </ul>																
	<ul style="list-style-type: none"> <li><b>Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework</b></li> </ul>																
<b>Key Assessment</b>	<b>Course Assignments Serving as an Education Preparation Program “Key Assessment”:</b>																
	<b>Key Assessment Areas</b>	<b>Assessment Name</b>															
	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																
	6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning																
	7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	Research paper about effective instruction for students with disabilities															
	8: Assessment of Literacy Outcomes																
	9: Dispositions																
<b>SPA; Learned Society Standards</b>	<p>Find full explanations of Kentucky's Advanced Teacher Standards at hyperlink: <a href="http://www.kyepsb.net/teacherprep/standards.asp">http://www.kyepsb.net/teacherprep/standards.asp</a> and the CEC Advanced Standards at <a href="http://www.cec.sped.org/Standards/Special-Educator-Professional-">http://www.cec.sped.org/Standards/Special-Educator-Professional-</a> Comparison of <a href="#">Council for Exceptional Children Advanced Teaching Standards</a> and <a href="#">Kentucky Advanced Teacher Standards</a>:</p> <table> <tr> <td><b>Objective #</b></td><td><b>CEC 2012 Advanced Standards</b></td><td><b>KY Advanced Teacher Standards</b></td></tr> <tr> <td>3,9</td><td>1- Assessment</td><td>2. Designs/Plans Instruction 5. Assessment 7. Reflection</td></tr> <tr> <td>6, 7, 8, 9, 10</td><td>2- Curricular Content Knowledge</td><td>2. Designs/Plans Instruction 5. Assessment 7. Reflection 9. Professional</td></tr> <tr> <td>Development 1, 2, 3, 4, 5, 8, 9</td><td>3- Programs, Services, and Outcomes</td><td>1. Content Knowledge 2. Designs/Plans Instruction 3. Learning Climate 6. Technology 10. Leadership</td></tr> <tr> <td>10</td><td>4- Research &amp; Inquiry</td><td>3. Learning Climate 4. Manages Instruction 10. Leadership</td></tr> </table>		<b>Objective #</b>	<b>CEC 2012 Advanced Standards</b>	<b>KY Advanced Teacher Standards</b>	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
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	<p>2, 6,                      5- Leadership and Policy                      3. Learning Climate 5. Assessment 8. Collaboration 10. Leadership</p> <p>4, 5,                      6- Professional and Ethical Practice                      3. Learning Climate 5. Assessment 9. Professional Development 10. Leadership</p> <p>2, 3, 4, 5                      7- Collaboration                      8. Collaboration 10. Leadership</p> <p><i>KY Core Academic Standards (KCAS) are emphasized in this course through lesson plans and IEP goals.</i></p>
<b>University/ Department Policies</b>	<p><b>APA Style</b> All papers submitted in this course will be typed and formatted according to the <i>Publication Manual of the American Psychological Association</i> (6<sup>th</sup> ed., 2<sup>nd</sup> printing.). <b>APA style will not be taught as a part of this course</b> 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. <i>APA's Publication Manual</i> is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: <a href="http://www.apastyle.org/electref.html">http://www.apastyle.org/electref.html</a> or <a href="https://owl.english.purdue.edu/owl/section/2/10/">https://owl.english.purdue.edu/owl/section/2/10/</a></p> <p>Another helpful reference: <a href="http://blog.apastyle.org/">http://blog.apastyle.org/</a></p>
	<p><b>Discussion Board Postings (DBP)</b> 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 <i>right</i> 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.</p> <p>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.</p>
	<p><b>Disabilities Accommodation Statement</b> 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.</p>
	<p><b>Plagiarism Policy</b> For the <a href="http://www.wku.edu/csa/policies/plagiarism.php">plagiarism policy</a> see <a href="http://www.wku.edu/csa/policies/plagiarism.php">http://www.wku.edu/csa/policies/plagiarism.php</a></p> <p>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 <b>ANY</b> 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.</p>
	<p><b>Technology Management</b> Managing student technology is the sole responsibility of the student. The</p>

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* 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 Microsoft Office applications. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.***