Vision Statement

“Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

Mission Statement

“The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.”

Course Description: The Exceptional Individual (3)
A survey of the characteristics of individual with diverse mental, physical, behavioral, learning, or communication needs. This course emphasizes the identification and education of exceptional learners. For non-majors only

IL Learning Standards: INDICATORS FOR ILLINOIS PROFESSIONAL TEACHING STANDARDS – SPED 310
The competent teacher:

1. understands the spectrum of student diversity and the assets that each student brings to learning across the curriculum. (A1a)
2. understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act, its implementing regulations, Article 14 of the School Code and 23 Ill. Adm. Code 226. (A1d)
3. understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (A1g)
4. understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning. (B1e)
5. understands the relationship among language acquisition, literacy development and acquisition of academic content and skills. (B1h)
6. understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction. (C1c)
7. when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973, individualized education programs (IEP) or individual family service plans (IFSP). (C2h)
8. understands laws, rules, and ethical considerations regarding behavior interventions planning and behavior management. (D1f)
9. knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations. (G1h)
10. understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns. (H1h)
11. understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs for students with disabilities. (H1i)

Course Meetings: Tuesdays 6:00-8:30 p.m. 102 C
**Attendance Policy:** This class will meet for 2.5 hours on 15 days for a total of 37.5 hours. The grades earned by students who miss a total of 7.5 hours of class time (20%), for any reason, will be lowered one full letter grade at the end of the semester. The grades earned by students who miss a total of 9.5 hours of class time (25%), for any reason, will be lowered two full letter grades at the end of the semester. Students who miss more than 9.5 hours of class time, for any reason, will fail this course. **Participation in class discussions.** Participation in all class activities is expected. All classroom discussion will be respectful of individual diversity and/or disability.


**Timely completion of assignments.** Assignments are due on the assigned date. Late assignments will not be accepted unless prior approval has been obtained from the instructor. Approved late assignments will accrue a 10% penalty per each day past the due date. All assignments are to be legible to the instructor, use standard grammar and correct spelling, and be otherwise professionally acceptable. Grades on any assignment/quiz failing to meet these standards may be reduced by 10% total possible points.

**Plagiarism and academic fraud.** All forms of plagiarism and any other activities that result in a student presenting work that is not really his or her own are considered academic fraud. All forms of cheating on examinations or other work in the class or labs are also considered academic fraud. Academic integrity policies may be found at the following location: [http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php).

**Statement of Student Rights, Responsibilities, and Accommodations:** All WIU students are subject to University policies regarding academic honesty. You do have grade appeal rights. You also have rights, if you qualify as a person with disabilities, for certain accommodations to complete course requirements. For specifics, please review the University web site on Student Rights and Responsibilities at [http://www.wiu.edu/provost/student/](http://www.wiu.edu/provost/student/)

**Classroom behavior:** Students have the right to a classroom environment that encourages learning. The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

**Teacher Dispositions:** A letter of concern may be submitted if a student fails to demonstrate Teacher Candidate Dispositions put forth by the University Teacher Education Committee (honesty/integrity, responsibility, commitment to learning, respect, collaboration, emotional maturity, fairness, and belief that all students can learn). The disposition checklist can be found at this address: [http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf](http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf)

**Accommodations for disabilities:** Any student with a documented disability requiring adaptations in instructional delivery or evaluation methods needs to contact the instructor as soon as possible in order to discuss needed adaptations to maximize learning. “In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.” Contact Disability Support Services at 298-2512 for additional services or [http://www.wiu.edu/provost/students/](http://www.wiu.edu/provost/students/).

**Making a suggestion or a complaint:** Students have the right to make suggestions or complaints. Please schedule a visit with the instructor during office hours.
Additional Course Information (revised with permission from Dr. Maroney)
1. Accept the responsibility for your own education. As an adult learner what you get out of any course, workshop, and/or in-service depends much more on you than on the instructor or the content. Take control of what you know and don’t know - don’t allow others to control what you know and what you don’t know.
2. Professionalism. Be a professional in everything you do. Being a professional involves how you deal with others (even those you don’t like), give and take, express yourself, keep confidences, accept responsibilities, show respect and present yourself, in your words, your writing, and your behavior, in addition to your language, body language, actions, and appearance.
3. Criteria for all written work: All work should look professional, follow a formal writing style, have excellent grammar, composition, and spelling, and be “great looking.” Use your computer’s spell checker, grammar check, dictionary, and thesaurus! Your work will also be evaluated on the accuracy and depth of your information and your presentation of that information. You make a statement about yourself through your work. Attached to this syllabus is “12 Lessons in Grammar, Composition, and Showing Respect from Dr. Maroney.” No papers will be accepted that contain 3 or more of the errors listed.
4. Grades. If you are concerned about your grade in this class, it is your responsibility to visit with me about it.
5. SAVE, SAVE, and SAVE AGAIN. As you complete your assignments on a computer, save your work every 15 minutes and in two different places. Saving one copy on a hard drive and a second copy on a flash drive prevents lost work if one device crashes!!
6. Unethical Behavior. Any student who engages in any form of misrepresentation, intimidation, and/or manipulation toward the professor or another student will fail this course. All students are encouraged to study the WIU Student Code of Conduct.
7. Laptops and Cell Phones. Use technology appropriately. Using laptops to take notes in class is fine - surfing the net or checking your email is not acceptable. Cell phones are not to be used during class unless requested by the instructor.
8. Take Advantage of the WIU-QC Writing Center. Students can receive free tutoring, advice, and guidance in all areas of academic writing at the WIU-QC Writing Center.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Requirement</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>January 18</td>
<td>Course Review and Rubrics</td>
<td>Chapter 1</td>
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<td>SPED history and laws</td>
<td>Chapter 2</td>
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<td>February 1</td>
<td>Categories</td>
<td>Chapter 3</td>
<td>13 categories quiz Selection of specialty</td>
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<td>Parents &amp; others</td>
<td>Chapter 4</td>
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<td>Intellectual &amp; developmental</td>
<td>Chapter 5</td>
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<td>LD/ADHD</td>
<td>Chapter 6 and 7</td>
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<td>March 1</td>
<td>Library Video and Review</td>
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<td>Essay Exam I</td>
<td>Chapter 8</td>
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<td>Spring Break</td>
<td>Chapter 9</td>
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<td>EBD</td>
<td>Chapter 10</td>
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<td>Communication Deaf/Blindness</td>
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<td>April 5</td>
<td>Autism, Low-Incidence</td>
<td>Chapter 12</td>
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<td>12</td>
<td>Physical, OHI, Special gifts</td>
<td>Chapter 13</td>
<td>Novel questions due</td>
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<td>Novel Presentations</td>
<td>Chapter 14</td>
<td>Novel Presentation</td>
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<td>Essay II</td>
<td>Chapter 15</td>
<td>Interviews Turned in</td>
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<td>May 3</td>
<td>Interview Discussion</td>
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<td>Portfolio</td>
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<td>10</td>
<td>Finals</td>
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In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education courses, all core courses, and all courses in the option. A “C-” is below a “C”!

<table>
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<td>900-929</td>
<td>A-</td>
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<td>870-899</td>
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### COURSE ASSIGNMENTS (rubrics will be given prior to each assignment for further clarification) ALL LATE ASSIGNMENTS WILL LOSE 10 POINTS FOR EACH DAY LATE.

#### 15 Chapter Practice Tests - Online (20 pts. each) 300 pts.
Fifteen chapter tests will be posted online. You will be able to retake each test once; however the questions will be random from a pool of questions and may not be in the same order or the same exact questions.

#### Interview Project (Written paper and Discussion) 200 pts.
Each student is required to design and complete a project that involves interviewing two teachers, two parents, or two individuals with exceptionalities. The purpose of this assignment is to enable students to hear first-hand from teachers who teach students with exceptionalities, parents of children with exceptionalities, or individuals with exceptionalities. Students are required to conduct two separate interviews so that they can compare the responses from two teachers, two parents, or two individuals. Students will prepare interview questions, set up interviews, and complete interviews, recording the conversation. Students will prepare a written paper and a poster presentation for a discussion related to their interview results. Additional information on this project will be provided in class.

#### 2 Essay exams on Key Terms and Concepts (100 pts. Each) 200 pts.
Although this exam will be primarily an essay test; some short answer may be included. Students are expected to take each test on the day and time it is given.

#### Novel: presentation (75); questions (25) 100 pts
Students will read a novel based on an individual with disabilities and their families. Questions will be provided for a written response. A brief presentation following a lesson plan and using principles of universal design for learning will be given to the class. Specific rubrics and additional directions will be provided.

#### Additional Activities and Assignments 100 pts
- 13 categories activity: a multi-sensory class project on the 13 categories defined by the federal government identifying disabilities in special education. 20 points for participation
- Expertise specialty: Each student will select a specific disability, either category or subcategory of special education for a more in depth study. A 5-10 minute presentation will be given to the class with a one page handout will be given to the class. Specific rubrics and additional directions will be provided. 50 points possible
- Information on the remaining flexible assignments individualized to class needs will be given during the course instruction.

#### Special Education Portfolio 100 pts
A collection of all material reviewed in the class, organized for future reference, with table of contents and logical presentation. The portfolio will be presented and a dialogue on the class will complete the course on the Finals Day. Rubric attached.
1. Correct use of the apostrophe!!!
   - one student’s progress
   - ten students’ progress
   - the children’s progress
   - one author’s idea
   - two authors’ idea

2. The difference between an apostrophe and a plural form.
   - The ten students finished their drawings.
   - The ten students’ drawings were finished.

3. There vs. Their.
   - Put the book over there. (place)
   - Their books are heavy. (ownership)

4. A lot are two words, not one.

5. Do not end a sentence with a preposition.
   - NOT: The test indicates the grade level the student is functioning at.
   - BETTER: The test indicates the student’s grade level.

6. Avoid inconsistencies in tense, form, and person.
   - NOT: Ms. Smith used an informal reading test and thinks it is more accurate.
   - BETTER: Ms. Smith used an informal reading test and thought it was more accurate. (tense)
   - NOT: Some suggestions for teaching students with vision difficulties include: seat the student in the Front; handouts with large print; and making sure there is no glare on the blackboard.
   - BETTER: Some suggestions for teaching students with vision difficulties include: seat the student in the Front; provide handouts with large print; and make sure there is no glare on the blackboard. (Form)
   - NOT: Teachers should follow the requirements of student IEPs. You should pay attention to . . .
   - BETTER: Teachers should follow the requirements of student IEPs. They should pay attention to . . . (Person)

7. Avoid informal language in writing.
   - USE students, youth, children, or learners, NOT kids
   - USE is similar to, NOT kind of like
   - USE is unaware of or lacks knowledge of, NOT is clueless

8. The correct abbreviation of etcetera is etc. NOT ect.

9. Avoid generalizations.
   - NOT: Young adults with mental retardation enjoy going to work and earning money.
   - BETTER: Many young adults with mental retardation enjoy going to work and earning money.
   - NOT: Reading tests aloud to students with learning disabilities is frequently required.
   - BETTER: Reading tests aloud to students with certain types of learning disabilities is frequently required.

10. Show respect by stating the person before the disability.
   - students with mental retardation NOT mentally retarded students
   - a teacher of students with behavioral disorders NOT a BD teacher
   - classrooms for students with learning disabilities NOT LD classrooms

11. Avoid inaccurate, outdated, and disrespectful language.
   - USE disabled, NOT crippled or handicapped
   - USE a child who had a seizure or had a temper tantrum, NOT had a fit, lost it, went ballistic
   - USE an individual who is mentally ill, experiencing behavioral problems or emotional disturbance, NOT crazy or nuts

12. Avoid engaging in disrespectful and/or derogatory behavior and conversation in your professional and personal life.
   - Don’t use terms such as “that’s so retarded,” “that’s so gay,” “that’s so OCD,” or “you throw like a girl”
   - Don’t participate in jokes that make fun of the limitations, differences, or cultures of others.
   - Don’t accept generalizations about groups without the facts.

I will not accept any written work which includes 3 or more of the above errors.