

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 521

FOUNDATIONS OF EXCEPTIONALITY

COURSE DESCRIPTION

A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. Recommended as the first special education course.

RATIONALE

To be effective educators and advocates for children with exceptionalities, it is imperative for special educators to have foundational knowledge of the characteristics of students with disabilities, as well as an understanding of the historical, ethical, and legal requirements and expectations associated with the identification, education, and evaluation of students with disabilities.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify the conceptual and biblical basis of special education.
- B. Recognize the legal requirements concerning students with exceptionalities.
- C. Identify the characteristics of various categories of exceptionality.
- D. Discuss intervention strategies for students with exceptionalities.
- E. Research current professional literature on special education.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. The thread must cite at least 1 source in current APA format. In addition to the thread, the candidate is required to reply to 1 classmate's thread. The reply must be at least 250 words and must cite at least 1 source in current APA format. The course textbooks, the Bible, and scholarly journal articles may be used as sources. (MLO: A, B, C)

D. Exceptionality Chart

Candidates will create an exceptionality chart which covers the following: exceptionality and definition (all IDEA, 2014 categories), criteria for services, characteristics, and general teaching methods/instructional strategies/technology. (MLO: C, D)

E. Law Analysis (Parts I and II)

Part I: Candidates will complete the activity, *Laws in Special Education*.

Part II: Candidates will analyze landmark, special education court cases by stating the facts of the case, the rulings of the case, and the implications to special education. (MLO: B)

F. IEP Book Summary: Planning, Writing, and Implementing IEP's: A Christian Approach (2)

After reading the Claxton IEP text, the candidate will complete two book summaries. The first book summary assignment will cover chapters one through four and the second book summary assignment will cover chapters five through eight. Each book summary assignment will include an introduction, conclusion, and a summary on the Christian Perspective (each section should be 150 words in length for a total of 1050 words per summary assignment). The summaries must be formatted according to current APA style and include a title page and reference page. (MLO: A, B)

G. IEP Goals

After reviewing the assigned study resources, the Claxton IEP text, and course presentations, the candidate will use the provided Present Level of Academic Achievement and Functional Performance (PLAAFP) to write three standards-based IEP goals specific to Reading and Decoding (SOLs 2.5–2.10). (MLO: D)

H. Interview Assignment

Using the provided questionnaire, the candidate will interview an adult family member of an individual with exceptionalities to inquire about his/her school experiences. The candidate is responsible for locating this person and must not contact the School of Education Field Office. Afterwards, the candidate will write an interview summary of at least 500 words and a conclusion of at least 500 words in current APA format. The summary must include at least 1 journal article and the course textbook as references. (MLO: A, C, D, F)

I. Final Individualized Education Program (IEP)

An IEP will be completed using a provided Present Level of Academic Achievement and Functional Performance (PLAAFP). While the length of a completed IEP will vary, the candidate must complete all parts of the provided template form, which includes 3 written, standards-based goals, a list of 5 accommodations/modifications appropriate to the student in the provided scenario, and a rationale for the placement decision. (MLO: A, C, D)

J. Chapter Quizzes and VDOE LD Guidelines Quiz (14)

Throughout the course, the candidate will complete quizzes that correspond with the Reading & Study materials. All quizzes are open-book/open-notes and contain 10 multiple-choice questions (15 for the VDOE LD Guidelines Quiz). The candidate will have 1 hour and 30 minutes to complete each quiz. (MLO: A, B, C)

K. Community Engagement (MLO: B, C, D)

1. Community Engagement Plan: The candidate will submit a paragraph informing the instructor of the plan for the required 10-hour volunteer service in an educational/community setting, including the supervising organization's name and other pertinent information.

2. Community Engagement Log (CEL): The candidate is required to log hours throughout the placement in the Community Engagement Log (CEL) which should specify the dates and times of observations as well as disability category observed (e.g., LD, ED, ID, etc.) and be signed by the supervisor by the end of the placement.

3. Community Engagement Reflective Journal: The candidate will complete a reflective journal entry following each observation. Journal entries should include direct observations of students, and educators, questions, and reflections as it relates to individuals with exceptionalities and culturally responsive practices for meeting the needs (academic, social, emotional, behavioral) of diverse learners.

4. Community Engagement Assessment (CEA): The host supervisor will complete the CEA to evaluate the candidate's professional dispositions in the setting.

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (2 at 25 pts ea)	50
IEP Book Summaries (2 at 50 pts ea)	100
IEP Goals	50
Exceptionality Chart	50
Law Analyses (Parts I and II)	100
Interview Assignment	100
Final IEP	100
Chapter Quizzes (14 at 25 pts)	350
Community Engagement (Plan, Log, Journal, Assessment)	100
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

I. VDOE REGULATION COMPLIANCE

VDOE Competency Add-on Endorsements	Course Evidence
<p>8VAC20-543-510 Special Education – General Curriculum Elementary Education K-6 & 8VAC20-543-520 Special Education – General Curriculum Middle Education Grades 6-8 & 8VAC20-543-530 Special Education – General Curriculum Secondary Education Grades 6–12 a. Foundations Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements; and expectations associated with identification, education, and evaluation of students with disabilities.</p>	<p>Assignment: Chapter Quizzes Assignment: Individualized Education Program (IEP) Assignment: Exceptionality Chart Assignment: Law Analyses (Parts I and II) Assignment: IEP Book Summaries</p>
<p>8VAC20-543-510 Special Education – General Curriculum Elementary Education K-6 & 8VAC20-543-520 Special Education – General Curriculum Middle Education Grades 6-8 & 8VAC20-543-530 Special Education – General Curriculum Secondary Education Grades 6–12 a. Foundations 3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing</p>	<p>Assignment: Individualized Education Program (IEP) Assignment: Law Analyses (Parts I and II) Assignment: IEP Book Summaries</p>
<p>8VAC20-543-510 Special Education – General Curriculum Elementary Education K-6 & 8VAC20-543-520 Special Education – General Curriculum Middle Education Grades 6-8 & 8VAC20-543-530 Special Education – General Curriculum Secondary Education Grades 6–12 a. Foundations 4. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Assignment: Individualized Education Program (IEP) Assignment: Law Analyses (Parts I and II) Assignment: IEP Book Summaries</p>
<p>8VAC20-543-240 Career and Technical Education – Transition and Special Needs The transition and special needs (add-on endorsement) shall ensure that the candidate holds an active license with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</p>	<p>Reading: Module Week 2 (chp 2 in Kirk et al for ELL) and Module Week 8 (chp. 13 on transition services in Kirk et al) Assignment: Exceptionality Chart</p>

<p>1. Knowledge of special needs and transition programs and services, characteristics of students who are disadvantaged, disabled, and gifted, and individuals with barriers to educational achievement and employment, including individuals with who are English learners.</p>	<p>Assignment: Law Analyses (Parts I and II) Assignment: IEP Book Summary Assignment: Interview Assignment Assignment: Community Engagement</p>
VDOE Competency	Course Evidence
<p>8VAC20-543-140 Professional Studies Special Education</p> <p>1. Human development and learning (birth through adolescence).</p> <p>a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.</p>	<p>Reading: Module Week 3 (chp 3 in Kirk et al); Module Week 6 (Communication, Speech and Language Disorders)</p> <p>Assignment: Exceptionality Chart Assignment: Chapter Quizzes Assignment: Interview Assignment Assignment: Community Engagement Assignment: DB Forum 2 on Strategies for Students with Various Disabilities</p>
<p>8VAC20-543-140 Professional Studies Special Education</p> <p>1. Human development and learning (birth through adolescence).</p> <p>b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse, and neglect, and other adverse childhood experiences; and family disruptions.</p>	<p>Reading: Module Week 5 (ADHD); Module Week 8 (Gifted; Health Impairments; Multiple Disabilities)</p> <p>Assignment: Exceptionality Chart Assignment: Chapter Quizzes Assignment: Interview Assignment Assignment: Community Engagement Assignment: DB Forum 2 on Strategies for Students with Various Disabilities</p>

<p>8VAC20-543-140 Professional Studies Special Education</p> <p>4. Foundations of education and the teaching profession.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>	<p>Assignment: Both DB Assignments (Relating to IEPs and Various Teaching Strategies)</p> <p>Assignment: Community Engagement</p>
<p>8VAC20-543-460 Special Education Adapted Curriculum K-12</p> <p>B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:</p> <p>2. Individualized education program (IEP) development and implementation.</p> <p>a. Demonstrate knowledge of the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.</p>	<p>Reading: Claxton's IEP text; Module Week 2 readings</p> <p>Assignment: Individualized Education Program (IEP)</p> <p>Assignment: Law Analyses (Parts I and II)</p> <p>Assignment: IEP Book Summaries</p> <p>Assignment: DB Forum 1 on IEPs</p>
<p>8VAC20-543-460 Special Education Adapted Curriculum K-12</p> <p>B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:</p>	<p>Reading: Claxton's IEP text; Module Week 2 readings; Module Week 3 readings</p> <p>Assignment: Individualized Education Program (IEP)</p> <p>Assignment: DB Forum 1 on IEPs</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Chapter Quizzes</p> <p>Assignment: Interview Assignment</p> <p>Assignment: Community Engagement</p>

<p>2. Individualized education program (IEP) development and implementation. b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to: (1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment, and other curriculum-based measures;</p>	
<p>8VAC20-543-460 Special Education Adapted Curriculum K-12 B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible: 2. Individualized education program (IEP) development and implementation. b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to: (2) Make decisions about student progress, instruction, program, modifications, adaptations, placement, teaching methodology, and transitional services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning through an aligned curriculum</p>	<p>Assignment: Both DB Assignments (Relating to IEPs and Various Teaching Strategies) Assignment: Community Engagement Assignment: Individualized Education Program (IEP)</p>
<p>8VAC20-543-460 Special Education Adapted Curriculum K-12 B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency</p>	<p>Reading: Claxton’s IEP text; Module Week 2 on IEPs Assignment: Individualized Education Program (IEP) Assignment: IEP Goals Assignment: IEP Book Summaries</p>

<p>requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:</p> <p>2. Individualized education program (IEP) development and implementation.</p> <p>b. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:</p> <p>(3) Be able to write educationally relevant IEP goals and objectives that address self-care and self-management of student physical, sensory, and medical needs that also enhance academic success in the adapted curriculum.</p>	
<p>8VAC20-543-460 Special Education Adapted Curriculum K-12</p> <p>B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:</p> <p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</p> <p>i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:</p>	<p>Reading: Claxton’s IEP text; Module Week 2 on IEPs</p> <p>Assignment: Individualized Education Program (IEP)</p> <p>Assignment: IEP Book Summaries</p> <p>Assignment: Community Engagement</p>

<p>(11) Implement and monitor IEP specified modifications and adaptations within the general education classroom</p>	
<p>8VAC20-543-460 Special Education Adapted Curriculum K-12 B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible: 6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.</p>	<p>Assignment: Individualized Education Program (IEP) Assignment: Grammar, usage, and mechanics are evaluated on each assignment, with scaffolding feedback/corrections throughout the course</p>
<p>8VAC20-543-460 Special Education Adapted Curriculum K-12 B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible: 7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.</p>	<p>Assignment: Individualized Education Program (IEP) Assignment: Both DB Assignments (Relating to IEPs and Various Teaching Strategies) Assignment: Community Engagement Assignment: Interview Assignment</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p>	<p>Reading: Claxton, chp.1; Kirk, et al, chp 1</p>

<p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p> <p>a. Knowledge of the foundation for educating students with disabilities, including:</p> <p>(1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;</p>	<p>Assignment: Law Analyses (Parts I and II)</p> <p>Assignment: Exceptionality Chart</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p> <p>a. Knowledge of the foundation for educating students with disabilities, including:</p> <p>(2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;</p>	<p>Reading: Module Week 6 and Module Week 8</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: DB Assignment 2 (Relating to Various Teaching Strategies)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the</p>	<p>Assignment: Exceptionality Chart</p> <p>Assignment: DB Assignment 2 (Relating to Various Teaching Strategies)</p>

<p>general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p> <p>a. Knowledge of the foundation for educating students with disabilities, including:</p> <p>(3) Normal patterns of development, including physical, psychomotor, cognitive, linguistic, social, or emotional development and their relationship to the various disabilities;</p>	<p>Assignment:: Interview Assignment</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p> <p>a. Knowledge of the foundation for educating students with disabilities, including:</p> <p>(4) Medical aspects of disabilities;</p>	<p>Reading: Module Week 8; Chp. 13 in Kirk et al</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Chp. Quizzes</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p>	<p>Reading:Kirk et al, Chp 1-3; Module Week 1-3</p> <p>Assignment: Interview Assignment</p> <p>Assignment: Chp. Quizzes</p>

<p>a. Knowledge of the foundation for educating students with disabilities, including: (5) The dynamic influence of the family system and cultural and environmental milieu and related issues pertinent to the education of students with disabilities;</p>	
<p>8VAC20-543-500. Special Education General Curriculum K-12. A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 1. Foundations - Characteristics, legal, and medical aspects. a. Knowledge of the foundation for educating students with disabilities, including: (6) Educational implications of the various disabilities; and</p>	<p>Assignment: Exceptionality Chart Assignment: Chp. Quizzes Assignment: DB Assignment 2 (Relating to Various Teaching Strategies)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12. A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 1. Foundations - Characteristics, legal, and medical aspects. a. Knowledge of the foundation for educating students with disabilities, including: (7) Understanding of ethical issues and the practice of accepted standards of professional behavior.</p>	<p>Assignment: Law Analyses (Parts I and II) Assignment: Community Engagement</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12. A. The program in special education is designed to ensure through course work and field experiences in</p>	<p>Reading: Module Week 1-3 readings</p>

<p>a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p> <p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p> <p>(1) Legislative and judicial mandates related to education and special education, including the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.;</p>	<p>Assignment: Law Analyses (Parts I and II)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p> <p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p> <p>(2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements and programs in schools); and</p>	<p>Assignment: Law Analyses (Parts I and II)</p> <p>Assignment: DB Assignment 2 (Relating to Various Teaching Strategies)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p>	<p>Reading: Module Week 1-3 readings</p>

<p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>1. Foundations - Characteristics, legal, and medical aspects.</p> <p>b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:</p> <p>(3) Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.</p>	<p>Assignment: Law Analyses (Parts I and II)</p> <p>Assignment:: Community Engagement</p> <p>Assignment: Interview Assignment</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(1) Autism spectrum disorder;</p>	<p>Reading: Module Week 4</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who are ASD)</p> <p>Assignment: Interview Assignment (if on a student with ASD)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core</p>	<p>Reading: Module Week 7 & 8</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who are deaf/blind)</p>

<p>competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(2) Deaf-blindness;</p>	<p>Assignment: Interview Assignment (if on a student with deaf/blind disability)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(3) Developmental delay;</p>	<p>Reading: Module Week 4</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those with Dev. Delay)</p> <p>Assignment: Interview Assignment (if on a student with Dev. Delay)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p>	<p>Reading: Module Week 6</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those Emotional Disability)</p> <p>Assignment: Interview Assignment (if on a student with Emotional Disability)</p>

<p>(4) Emotional disability;</p> <p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(5) Hearing impairment, including deaf and hard of hearing;</p>	<p>Reading: Module Week 7</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who are deaf/hard of hearing)</p> <p>Assignment: Interview Assignment (if on a student with deaf/hard of hearing)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(6) Intellectual disability;</p>	<p>Reading: Module Week 4</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have ID)</p> <p>Assignment: Interview Assignment (if on a student with ID)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core</p>	<p>Reading: Module Week 5</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those with LD)</p>

<p>competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(7) Learning disability;</p>	<p>Assignment: Interview Assignment (if on a student with LD)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(8) Multiple disabilities;</p>	<p>Reading: Module Week 8</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have Multiple Disabilities)</p> <p>Assignment: Interview Assignment (if on a student with Multiple Disabilities)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p>	<p>Reading: Module Week 8</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have an orthopedic impairment)</p> <p>Assignment: Interview Assignment (if on a student with an orthopedic impairment)</p>

<p>(9) Orthopedic impairment;</p> <p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(10) Other health impairment;</p>	<p>Reading: Module Week 8</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have OHI)</p> <p>Assignment: Interview Assignment (if on a student with OHI)</p>
<p>(10) Other health impairment;</p> <p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with:</p> <p>(11) Speech-language impairment;</p>	<p>Reading: Module Week 6</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those with speech/language impairment)</p> <p>Assignment: Interview Assignment (if on a student with a speech/language impairment)</p>
<p>(11) Speech-language impairment;</p> <p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p>	<p>Reading: Module Week 8</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have TBI)</p>

<p>1. Characteristics. a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with: (12) Traumatic brain injury; and</p>	<p>Assignment: Interview Assignment (if on a student with TBI)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12. B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section. 1. Characteristics. a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education, including students with: (13) Visual impairment, including blindness.</p>	<p>Reading: Module Week 8 Assignment: Exceptionality Chart Assignment: Community Engagement (if with those who have a visual impairment/blindness) Assignment: Interview Assignment (if on a student who has a visual impairment/blindness)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12. B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section. 1. Characteristics. b. Knowledge of characteristics shall include: (1) Age-span and developmental issues;</p>	<p>Reading: Module Week 4 Assignment: Exceptionality Chart Assignment: Community Engagement (if students have developmental issues) Assignment: Interview Assignment (if student has developmental issues) Assignment: Chp. Quizzes</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12. B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general</p>	<p>Reading: Module Week 8 Assignment: Exceptionality Chart</p>

<p>curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>b. Knowledge of characteristics shall include:</p> <p>(2) Levels of severity;</p>	
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>b. Knowledge of characteristics shall include:</p> <p>(3) Cognitive functioning;</p>	<p>Reading: Module Week 4</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment:: Community Engagement (if with those who have issues with cognitive functioning)</p> <p>Assignment: Interview Assignment (if on a student who has issues with cognitive functioning)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>b. Knowledge of characteristics shall include:</p> <p>(4) Language development;</p>	<p>Reading: Module Week 6</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have issues with language development)</p> <p>Assignment: Interview Assignment (if on a student who has issues with language development)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>b. Knowledge of characteristics shall include:</p> <p>(5) Emotional and behavioral adjustment;</p>	<p>Reading: Module Week 6</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have issues with emotional and behavioral adjustment)</p> <p>Assignment: Interview Assignment (if on a student who has issues with emotional and behavioral adjustment)</p>

<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>b. Knowledge of characteristics shall include:</p> <p>(6) Social development;</p>	<p>Reading: Module Week 4 and 6</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have issues with social development)</p> <p>Assignment: Interview Assignment (if on a student who has issues with social development)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>b. Knowledge of characteristics shall include:</p> <p>(7) Medical aspects; and</p>	<p>Reading: Module Week 8</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement (if with those who have issues with medical aspects)</p> <p>Assignment: Interview Assignment (if on a student who has issues medical aspects)</p>
<p>8VAC20-543-500. Special Education General Curriculum K-12.</p> <p>B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.</p> <p>1. Characteristics.</p> <p>b. Knowledge of characteristics shall include:</p> <p>(8) Cultural, ethnic, and socioeconomic factors.</p>	<p>Reading: Module Week 6</p> <p>Assignment: Exceptionality Chart</p> <p>Assignment: Community Engagement</p> <p>Assignment: Interview Assignment</p>

COURSE SCHEDULE

EDUC 521

Textbooks: Claxton: *Planning, writing, and implementing IEPs: A Christian approach* (2018).
Kirk et al., *Educating Exceptional Children* (14th ed., 2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Kirk et al.: chs. 1–2 2 Cengage video cases 2 video presentations	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement Chapter Quiz 1	10 0 0 25
2	Claxton: chs. 1–4 2 video presentations lecture notes 2 websites	DB Forum 1 IEP Book Summary: chs. 1–4 Chapter Quiz 2	25 50 25
3	Kirk et al.: ch. 3 1 Cengage video case 1 video presentation 2 videos	IEP Goals Community Engagement Plan Law Analysis Pt I Chapter Quiz 3	50 15 50 25
4	Claxton: chs. 5–8 Kirk et al.: chs. 4–5 2 Cengage video cases 1 video presentation 2 videos 1 website	IEP Book Summary: chs. 5–8 Chapter Quiz 4 Chapter Quiz 5	50 25 25
5	Kirk et al.: chs. 6–7 2 Cengage video cases 1 video presentation 1 video 1 PDF 1 website	Law Analysis Pt II Exceptionality Chart Chapter Quiz 6 Chapter Quiz 7 VDOE LD Guidelines Quiz	50 50 25 25 25
6	Kirk et al.: chs. 8–9 2 Cengage video cases 1 video presentation	Interview Assignment DB Forum 2 Chapter Quiz 8 Chapter Quiz 9	100 25 25 25
7	Kirk et al.: chs. 10–11 2 Cengage video cases 1 video presentation	Community Engagement-3parts Chapter Quiz 10 Chapter Quiz 11	85 25 25

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
8	Kirk et al.: chs. 12–13 1 Cengage photo case 1 Cengage video case 1 video	Final IEP Chapter Quiz 12 Chapter Quiz 13	100 25 25
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.