Wilmington University

College of Education

Graduate Special Education Programs

Course Number:			
Course Title:			
Faculty Contact Information:			
Course Description:			
Use of Video:			
Minimum Time Requirements	(in clock h	nours):	
Teacher Led Instruction	SEA	Fieldwork/Clinical	

Specialized Professional Association Standards:		
Initial Practice -Based Professional Preparation Standards for Special Educators	:	

Learning Outcome 1 – Candidates practice within ethical and legal guidelines; advocate improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self reflection to design and implement professional learning activities. (CEC 1.3)

Assessment:

Learning Outcome 2 – Candidates use their understanding of human growth and development, the multip le influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality lear ning experiences reflective of each individual's strengths and needs. (CEC 2.1,

Assessment: Learning Outcome 5 - Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsi ve practices to support

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
Description of student	The candidate lists the identified disability and grade of the student.	The candidate lists the identified disability, age, grade, and school history of the student.	The candidate describes the identified disability, age, grade, and school history of the student.	The candidate describes the identified disability, age, grade, school history and medical needs (if any) of the student and provides a complete profile of the student.	
	Preparation Stand Standard: Standard: Standard 1: Engaging in Pre guidelines; advocate for im cultural, and linguistic dive Indicator: 1.1 Candidates practice wit Indicator: 1.2 Candidates advocate for needs of those with diverse Indicator: 1.3 Candidates design and i professional standards, rese Standard: Standard 2: Understanding of human growth and devel and families and communit exceptionalities high qualit Indicator: 2.1 Candidates apply under experiences that address inder	lards for Special Educate of essional Learning and Practice with proved outcomes for individuals with rsity; and engage in ongoing self-ref. thin ethical guidelines and legal police r improved outcomes for individuals social, cultural, and linguistic backg implement professional learning activarch, and contemporary practices. and Addressing Each Individual's D opment, the multiple influences on d ies to plan and implement inclusive l y learning experiences reflective of e standing of human growth and devel	with exceptionalities and their familiarounds. wities based on ongoing analysis of st evelopmental and Learning Needs - O evelopment, individual differences, o earning environments and experience ach individual's strengths and needs. opment to create developmentally ap	practice within ethical and legal while considering their social, essional learning activities. es while addressing the unique udent learning; self-reflection; and Candidates use their understanding diversity, including exceptionalities, es that provide individuals with	
	experiences that address individualized strengths and needs of students with exceptionalities. Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.				

value: 1.00 value: 2.00

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
Description of	The candidate	The candidate states the	The candidate provides	The candidate	
current setting	states the current	current setting,	a description of the	discusses the current	
	setting as	describing the physical	current setting,	setting, describing the	
	inclusive,	classroom.	describing the physical	physical classroom,	
	resource or self-		classroom, peers, and	peers, adults, and	
	contained.		adults.	culture of the	
				classroom.	

Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)

Standard:

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Indicator:

1.1 Candidates practice within ethical guidelines and legal policies and procedures.

Indicator:

1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Indicator:

1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard:

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs - Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Indicator:

2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Indicator:

2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultu cr LQHSHIJI, cbt 16.Q621ersity, includth exceptvelrisbt fy MuGaqg:g2ONs 3sw 6c1. if y Muc3D6t2 so D2

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	Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.					
Student specific Cognitive/academi c Characteristics	The candidate lists general cognitive characteristics common to all students in same age group or same disability classification.	The candidate lists the core and associated cognitive characteristics including all but one of the IQ level, comprehension/academ ic abilities or work habits related to the student's disability. OR candidate states there are no needs and briefly states why.	The candidate describes core and associated cognitive characteristics including the IQ level, comprehension/academ ic abilities, and work habits specific to this student, related to the student's disability or personal factors which make this student unique. If student does not have needs, candidate relates the skills the student has as evidence of typical skills.	The candidate describes core and associated cognitive characteristics including the IQ level, comprehension/academ ic abilities, and work habits specific to this student, related to the student's disability or personal factors which make this student unique, describing the impact of these in the classroom. If student does not have needs, candidate relates the skills the student has as evidence of typical skills describing the impact of these in the classroom.		
	Standards					

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
	Indicator: 1.2 Candidates advocate for needs of those with diverse Indicator: 1.3 Candidates design and i professional standards, rese Standard: Standard 2: Understanding of human growth and develand families and communitiexceptionalities high quality Indicator: 2.1 Candidates apply undersexperiences that address incondicator: 2.2 Candidates use their known in the condition of	mplement professional learning activarch, and contemporary practices. and Addressing Each Individual's Deopment, the multiple influences on doise to plan and implement inclusive learning experiences reflective of extending of human growth and development in the standing of human growth and development inclusived by learning experiences reflective of extending of human growth and development including of diverse of the standing of the standing of diverse of the standing of diverse of the standing of the s	with exceptionalities and their families rounds. Tities based on ongoing analysis of study evelopmental and Learning Needs - Control of the evelopment, individual differences, discarning environments and experiences arch individual's strengths and needs.	Candidates use their understanding iversity, including exceptionalities, is that provide individuals with propriate and meaningful learning and learning, including differences	
Student specific Physical, Fine & gross motor Characteristics	learning experiences and en The candidate lists general physical characteristics common to all students in the same age group or same disability	The candidate lists the			

classification.

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el		
				skills describing the impact of these in the classroom.			
	Standards Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional						
	Preparation Stand Standard: Standard: Standard 1: Engaging in Proguidelines; advocate for important in the cultural, and linguistic diversed in the cultural, and linguistic diversed in the cultural indicator: 1.1 Candidates practice with indicator: 1.2 Candidates advocate for needs of those with diverse indicator: 1.3 Candidates design and inprofessional standards, resecuted in the cultural indicator: Standard: S	dards for Special Educate of sessional Learning and Practice with proved outcomes for individuals with resity; and engage in ongoing self-refining ethical guidelines and legal police improved outcomes for individuals social, cultural, and linguistic backgraphement professional learning activarch, and contemporary practices. and Addressing Each Individual's Dopment, the multiple influences on dies to plan and implement inclusive lay learning experiences reflective of estanding of human growth and devel dividualized strengths and needs of strong of the strengths and needs of strong of the strengths and needs of strong of the session of the strengths and needs of strong of the s	hin Ethical Guidelines - Candidates phe exceptionalities and their families we lection to design and implement professes and procedures. with exceptionalities and their familiarounds. wities based on ongoing analysis of steevelopmental and Learning Needs - Calevelopment, individual differences, calearning environments and experiences each individual's strengths and needs.	practice within ethical and legal while considering their social, essional learning activities. es while addressing the unique udent learning; self-reflection; and Candidates use their understanding diversity, including exceptionalities, es that provide individuals with propriate and meaningful learning and learning, including differences			
Student specific							

Student specific Sensory, Social, and behavioral Chara**Strikfihap**The

value: 1.00 value: 2.00 value: 3.00

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Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)

Standard:

Standard 1: Engaging in Professional Learning and Practd iinasor Special

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				candidate relates the skills the student has as evidence of typical skills describing the impact of these in the		
	Standards Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)					
	Standard: Standard: Standard: Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. Indicator:					
	Indicator: 1.2 Candidates advocate for	hin ethical guidelines and legal polic r improved outcomes for individuals social, cultural, and linguistic backg	with exceptionalities and their famili	es while addressing the unique		
	1.3 Candidates design and i professional standards, rese Standard: Standard 2: Understanding	arch, and contemporary practices. and Addressing Each Individual's De	vities based on ongoing analysis of street evelopmental and Learning Needs - C	Candidates use their understanding		
	of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs. Indicator:					
	2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.					
Description of	The candidate	The candidate lists the	The candidate	The candidate		
current	lists the current	current programs and	describes the current	describes the current		
programming and	programs and	general strategies being	programs and	programs and		
EB strategies	general strategies	implemented in the classroom and briefly	evidence-based strategies being	evidence-based strategies being		
	being	Classicom and briefly	suategies being	suategies being		

value: 1.00 value: 2.00 value: 3.00 value: 4.00 Score/Lev el

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
	the core curriculum and fun-	ction successfully within a variety	dress skills and strategies that students of contexts as well as the continuum of a achieve mastery of curricular standar	f placement options to assure	
Description of and	The candidate				
recommended	lists current				
classroom supports	classroom				
	supports and				
	recommends age				

value: 1.00 value: 2.00	value: 3.00	value: 4.00	Score/Lev el
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and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Indicator:

2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev	
value: 1.00	value: 2.00	value: 5.00	value: 4.00	el	l

Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)

Standard:

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Indicator:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
student Physical or Fine Motor needs	physical, fine or gross motor programs and general strategies to be implemented in the classroom but does not discuss how these support the student's needs.	strategies based on student's strengths, skills and learning preferences to be implemented in the classroom and briefly states how these support the student's	motor programs and strategies based on student's strengths, skills and learning preferences to be implemented in the classroom stating how these support the student's specific needs. If student does not have needs, candidate relates the skills the student has as evidence of typical	motor programs and strategies to be implemented based on student's strengths, skills and learning preferences in the classroom, stating how these support the student's specific needs and the research base. If student does not have needs, candidate relates the skills the student has as evidence of	_
			skills.	typical skills describing the impact of these in the classroom.	

,	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
and f excep Indic 2.1 C exper Indic 2.2 C relate learm Stanc Stanc acade decis Indic 3.1 C instru Indic 3.2 C the co speci	families and communities ptionalities high quality cator: Candidates apply unders referees that address ind cator: Candidates use their knowed to families, language ning experiences and envolved and 3: Demonstrating Semic subject matter consions for learners with experiences apply their unctional decisions for in cator: Candidates augment the core curriculum and functional families in the core curriculum and functional decisions for in cator:	learning experiences reflective of e tanding of human growth and devel- ividualized strengths and needs of standing of divers s, cultures, and communities, and in vironments. Subject Matter Content and Specialization of the general curriculum to addiction successfully within a variety of	earning environments and experience ach individual's strengths and needs. opment to create developmentally appudents with exceptionalities. e factors that influence development advidual differences, including excepted Curricular Knowledge - Candidat pecialized curricula to inform their products atter content of the general curriculum tress skills and strategies that students frontexts as well as the continuum of achieve mastery of curricular standard	propriate and meaningful learning and learning, including differences tionalities, to plan and implement are apply their understanding of the rogrammatic and instructional are to inform their programmatic and as with disabilities need to access a placement options to assure	el

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value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
		evidence of typical	typical skills describing	
		skills.	the impact of these in	
			the classroom.	

Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)
Standard:

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes f

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
	learning environments for i preventive and responsive and work collaboratively w development. Indicator: 6.1 Candidates use effectiv individuals with exceptiona Indicator: 6.2 Candidates use a range educational well-being. Indicator: 6.3 Candidates systematica	of preventive and responsive practice	ugh the use of effective routines and p and educational well-being. They fol o conduct behavioral assessments for afe, caring, respectful, and productive es documented as effective to support to identify the purpose or function se	brocedures and use a range of allow ethical and legal guidelines intervention and program learning environments for a individuals' social, emotional, and erved by problem behavior to plan,	
Proposed	The candidate	chavioral interventions and social skil The candidate lists age	The candidate	to other environments.	
programming or	lists age and/or	and ability appropriate	describes age and		
strategies based on	ability	adaptive behavior, or	ability appropriate		
adaptive or	appropriate	function skills	adaptive behavior, or		
functional student	adaptive behavior	programs and strategies	function skills		
needs	or function skills	based on student's	programs and strategies		
	programs and	strengths, skills and	based on student's		
	general strategies	learning preferences to	strengths, skills and		
	to be	be implemented in the	learning preferences to		
	implemented in	classroom and briefly	be implemented in the		
	the classroom but	states how these	classroom stating how		
	does not discuss	support the student's	these support 126.25 114		
	how these support the student's	needs.			
	needs.				
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value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el	
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value: 1.00 value: 2.00	value: 3.00	value: 4.00	Score/Lev el	
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Indicator:

2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Indicator:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
Presentation includes references and visuals	Visuals used are generic and don't enhance understanding of proposed or current services and programs. Most references and resources are appropriate, with more than 4 errors in APA format, spelling, or grammar in presentation	Visuals used generally support the content and further understanding of proposed or current			