Wilmington University
College of Education and Liberal Arts

EPY 402

Bachelor of Science in Elementary Education (K-6)

Course Number: EPY 402

Course Title: Learning Differences and Assessment of Exceptional Children

Faculty Contact Information:

Course Description: This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community.

Use of Video: The use of technology is an integral part of the teaching / learning process and a necessary skill for success in teaching. As such, teacher candidates will engage in multiple forms of assessment including but not limited to creating and uploading digital recordings of various forms for evaluation and guidance. Candidate work is uploaded into secure sites and is not available to the public.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: 1. ensuring that programs are knowledge-based; 2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; 3. contextual and cultural sensitivity; 4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and acting in one's daily work; 5. enabling authentic participation, collegiality and collaboration; 6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; 7. ensuring that programs are standards-driven; and 8. ensuring that programs promote the effective use of technology.

Delaware Teacher Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

Specialized Professional Association Standards: CAEP K-6

NAEYC Professional Standard and Competencies

Council for Exceptional Children: CEC

Technology Standards: International Society for Technology in Education (ISTE)

Wilmington University Graduation Competencies: Undergraduate Educational Competencies

Dispositions: Model Code of Ethics for Educators

Delaware Teacher Growth and Support System: DTGSS

Global awareness is knowledge of the interrelatedness of local, global, and international cultures. It is the understanding that our world is an interconnected system. Cultivating global awareness involves the ability to understand, respect, and get curious about challenges, trends, and systems present on a global level. College of Education and Liberal Arts Educator Preparation Programs foster global awareness by preparing and empowering teacher candidates to integrate that knowledge in their PreK - 12 classrooms. By promoting awareness and understanding of exceptional children's rights to education worldwide, candidates can contribute to positive change in educational systems.

2. Candidates use formative and summative assessment data, progress monitoring data, prior learner knowledge, and learner interest in order to plan instruction and create IEP goals for a case study student.
3. Candidates evaluate plans in relation to short- and long-range goals and systematically adjust plans to meet a

1. Class Discussions: (10%)
2. Case Studies & Activities (25%)
3. IRIS Module Quizzes (20%)
4. Differentiated Lesson Plan (10%)
5. IEP Assignment (10%)
6. Learner Differences Paper (10%)
7. SEA –Transition Plan Project (15%)

These required projects are briefly described in the "Learning Outcomes" section of the syllabus. Additional details and resources, including Open Educational Resources (OERs), and the course outline, can be found on the course site.

Academic Policies

Procedure/Guidelines 38 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 551 Tm /Span <</MCID 20 and the 340.1

College of Education and Liberal Arts Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to

			needs; they monitor effects of those experiences and environments on individual children's development and learning.	characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their individual needs; they systematically monitor effects of those experiences and environment on individual children's development and learning; and consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families.
	Standards **CAEP K-6 Teacher Preparation Standards (2018)** **STANDARD 1**: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.			
Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities including developmental	The candidate demonstrated an			