COURSE NUMBER: MSE 7402
COURSE TITLE: Applied Behavioral Analysis
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>


COLLEGE OF EDUCATION PROGRAM ATTRIBUTES
This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

I. PROGRAM COMPETENCIES

Competency One: Critique current research in the area of curriculum and methods of teaching students with exceptionalities.

CEC Standard #9 – Professional and Ethical Practice
Learning Outcomes: Candidates will:
1-1 Demonstrate knowledge of the models, theories, and techniques used in the instruction of students with disabilities.
1-2 Demonstrate knowledge of the significance the use of modification and/or accommodations has when instructing students with disabilities.
1-3 Possesses a repertoire of evidence-based instructional strategies to use when instructing students with disabilities.

Activities/Assignments: Candidates will be able to:
1-1 Analyze and discuss three (03) articles dealing with the areas of curriculum and methods for teaching students with disabilities. This is a graded activity.
1-2 Illustrate how one analyzes the effectiveness of using modifications and/or accommodations to improve educational opportunities for students with disabilities.
1-3 Prepare a list of evidence-based instructional strategies to promote Learning results

Competency Two: Interpret and use behavioral programming while recognizing the significance of relationships in classroom management.

CEC Standard #5 – Learning Environments and Social Interactions

Learning Outcomes: Candidates will:
2-1 Demonstrate how the diverse theories of discipline are based on the knowledge of child development.
2-2 Display knowledge of effective and varied behavior management strategies.
2-3 Analyze relevant laws and policies that pertain to the implementation of an ethical and legal classroom management plan.
2-4 Develop an understanding of behavioral programming principles used in classroom management.
2-5 Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

Activities/Assignments: Candidates will be able to:
2-1 Develop a classroom-wide discipline plan. This is a graded activity.
2-2 Use behavior management procedures to increase the classroom participation and performance of students with disabilities.
2-3 Prepare a discussion paper on the legal issues and policies pertaining to the implementation of a classroom management plan. This is a graded
activity.

2-4 Understand and be able to accurately describe behavior principles, terminology, and techniques used in classroom management. **This is a graded activity.**

2-5 Comprehend and critically evaluate how exceptional conditions can be affected based on the varying abilities and behaviors of individuals with special needs.

Competency Three: Analyze informal and formal assessments used in identifying students with special needs and develop plans to meet educational goals and objectives.

CEC Standard #8 - Assessment

**Learning Outcomes: Candidates will:**

3-1 Demonstrate an understanding of the process of identifying, assessing, and providing services for students with disabilities.

3-2 Describe ways to use informal and formal assessment results to create supportive and appropriate learning environment for students with disabilities.

**Activities/Assignments: Candidates will be able to:**

3-1 Discuss controversial issues surrounding eligibility and placement of students with disabilities based on informal and formal assessments.

3-2 Remain current regarding research-validated assessments.

Competency Four: Enable professionals in schools to understand and utilize assistive technology for students with disabilities.

CEC Standard #4 – Instructional Strategies

#5 – Learning Environments and Social Interactions

#8 – Assessment

**Learning Outcomes: Candidates will:**

4-1 Understand the importance of collaborating with other educational professionals, family members of students with disabilities, and other school and community professionals when planning for the use of assistive technology into ongoing instruction.

4-2 Demonstrate the ability to select, design, and use assistive technology required to educate students with disabilities.
IDEA Objectives:  E = 4
I = 2, 3

Activities/Assignments: Candidates will be able to:
4-1 Take part in a role-play advocating appropriate assistive technology for student(s) with disabilities.
4-2 Select, design, and use assistive technology in the education of a student with disabilities.

Competency Five: Plan and implement content lessons that accommodate or adapt for unique needs of individuals with severe and multiple disabilities.

CEC Standard  
#1 – Foundations  
#2 – Development and Characteristics of Learners  
#3 – Individual Learning Differences  
#4 – Instructional Strategies  
#6 – Language  
#7 – Instructional Planning

Learning Outcomes: Candidates will:
5-1 Demonstrate how co-planning and co-teaching methods can be used to strengthen content acquisition of students with disabilities
5-2 Select, adapt, and employ instructional strategies according to the characteristics of individuals with disabilities.

Activities/Assignments: Candidates will be able to:
5-1 Evaluate instructional strategies and monitor their effectiveness with students with disabilities.
5-2 Develop an instructional activity using appropriate instructional strategies to maximize direct instruction for students with disabilities.

Competency Six: Apply knowledge of legislation, policy, and procedure during IEP meetings with professional colleagues and parents.

CEC Standard  
#1 – Foundations  
#5 – Learning Environments and Social Interactions  
#9 – Professional and Ethical Practice  
#10 – Collaboration

Learning Outcomes: Candidates will:
6-1 Examine the laws, policies, and ethical principles for the planning and conducting of an IEP meeting.
6-2 Identify the role(s), rights, and responsibilities of students, parents,
teachers, other professionals, and the LEA for the planning and implementation of an IEP Meeting.

**Activities/Assignments: Candidates will be able to:**

6-1 Summarize the laws, policies, and ethical principles, for the planning and implementation of an effective IEP meeting.

6-2 Role-play an IEP meeting.

**Competency Seven:** Apply best practices and research in special education to program development, administration, supervision, and evaluation.

**Learning Outcomes: Candidates will:**

7-1 Demonstrate knowledge as to the development and implementation of special education programs.

7-2 Understand the legal provisions, best practices, and ethical principles to the development, administration, supervision, and evaluation of programs for students with disabilities.

**Activities/Assignments: Candidates will be able to:**

7.1 Familiarize themselves with the best practices and research as it applies to the development, administration, supervision, and evaluation of programs for students with disabilities.

7-2 Understand the legal provisions, best practices, and ethical principles to the development, administration, supervision, and evaluation of programs for students with disabilities.

**Competency Eight:** Examine language development and its particular relationship to students with disabilities.

**CEC Standard**

#2 – Development and Characteristics of Learners

#3 - Individual Learning Differences

#4 – Instructional Strategies

#6 – Language

#7 – Instructional Planning

**Learning Outcomes: Candidates will:**

8-1 Examine typical and atypical language development for students with disabilities.

8-2 Examine the impact of delayed language development on students with disabilities.
8-3 Understand typical and atypical language development.

**Activities/Assignments: Candidates will be able to:**
8-1 Discuss the types and importance of information concerning language development.
8-2 Conduct an interview with a professional in the field to determine their impression of the impact of language development on students with disabilities.
8-3 Summarize terminology used when discussing language development.

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**Competency Nine:** Practice methods, techniques, and instruments used to diagnose and remediate reading-related problems.
**CEC Standard #4 - Assessment**

**Learning Outcomes: Candidates will:**
9-1 Recognize methods and strategies to diagnose and remediate reading-related problems.
9-2 Demonstrate an understanding of the relationship among disabilities and reading-related problems.

**Activities/Assignments: Candidates will be able to:**
9-1 Choose, adapt, and use instructional strategies and materials appropriate to the characteristics of individuals with disabilities.
9-2 Illustrate how to address reading-related problems and identify techniques to assist in meeting the needs of students with disabilities.

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**Competency Ten:** Immerse oneself in an actual special education setting through active participation as teacher.
**CEC Standard #9 – Professional and Ethical Practice**

**Learning Outcomes: Candidates will:**
10-1 Demonstrate knowledge of ways to be positive, resourceful and to have positive interaction with students in the classroom.
10-2 Understand the importance of collaboration with colleagues, parents, and the community.
10-3 Demonstrate knowledge of various techniques for addressing the needs of students with disabilities.

**Activities/Assignments: Candidates will be able to:**
10-1 Identify criteria necessary for positive interaction with students.
10-2 Participate in a role-play collaboration activity.
10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio. *This is a graded activity.*

**Competency Eleven:** Exhibit an affect of confidence, caring, professionalism, and energy in teaching students from a diverse population.

**CEC Standard**

| #3 – Individual Learning Differences |
| #4 – Instructional Strategies       |
| #7 – Instructional Planning         |

**Learning Outcomes: Candidates will:**

11-1 Interact with students in the classroom while demonstrating confidence, caring, professionalism, and energy.

11-2 Demonstrate knowledge of methods to embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work.

**Activities/Assignments: Candidates will be able to:**

11-1 Through discussion, demonstrate their knowledge of diverse cultures.

11-2 Illustrate how they will make inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work.

**II. TESTING PROCEDURES/STUDENT EVALUATION**

**Products and Exams:** Student performance will be assessed utilizing scoring rubrics which are aligned with competencies, knowledge and performance skills. Products and exams included for consideration will include the following:

1. Article reviews
2. Class activity reviews
3. Video reviews
4. Site observation reviews
5. Final Examination

1-1 Analyze and discuss three (03) articles dealing with the areas of curriculum and methods for teaching students with disabilities.

2-1 Develop a classroom-wide discipline plan.

2-3 Prepare a discussion paper on the legal issues and policies pertaining to the implementation of a classroom management plan.

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Activities/Assignments may vary due to edition changes and/or faculty recommendations.

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Creating Environments for Learning
IDEA Objectives: E = 4  
I = 2, 3

2-4 Understand and be able to accurately describe behavior principles, terminology, and techniques used in classroom management.
10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio.

III. ATTENDANCE POLICY

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

Structured External Assignment:

Demonstrating an understanding of behavior modification, reinforcement principles, cognitive theories, humanistic theories, the affective domain and self-esteem, teacher candidates will develop a behavior management plan which can be applied school-wide for a given student.

Additional information will be distributed during class.

IV. F.O.R.M.A.L.

The special education faculty at Wilmington University believes that in order for an educator to be a reflective practitioner in the field of education of students with exceptional learning needs (ELN) the candidate must have knowledge of the following areas: The proper use of assessment tools and procedures, understanding of how to integrate developmental theory, implementation of appropriate “best” instructional practices, instructional planning that incorporates long and short term planning, creating learning environments that foster social interaction and active engagement, and understanding of language development, the need to practice the profession in an ethical and professional manner, an understanding of the historical foundations of special education, and their role as advocates and resources to families and other professional. To this end, the special education faculty at Wilmington University wants our candidates in the Master of Education in Special Education to go F.O.R.M.A.L.

F Foundations – Candidates will be provided opportunities to develop in-depth foundational knowledge about the field of special education, understanding views of human diversity, delivery of special education services, while practicing within the profession’s ethical and professional standards. (CEC Standards One & Nine)
**IDEA Objectives:**

**E = 4**

**I = 2, 3**

**O Obtain** – Candidates will obtain a repertoire of evidence-based instructional strategies necessary to individualize instruction for students with exceptional learning needs (ELN). When candidates provide instruction for individuals with exceptional learning needs it will be provided in a positive learning environment that fosters social interaction, active engagement, cultural diversity, and one that encourages self-direction, and self-motivation. (CEC Standards Four & Five).

**R Respect** – Candidates will gain a respect for students – as individuals first. Candidates will be provided an understanding of the similarities and differences, characteristics, varying abilities, and behaviors among individuals with exceptional learning needs. Candidates will understand the effects of these exceptional condition(s) can have on the individual’s learning not only in school but throughout life. This knowledge will allow the candidates to respond to the various abilities and behaviors of individuals with ELN. (CEC Standards Two & Three)

**M Meaningful** – Candidates will learn that instructional planning is an on-going process and that modifications are made based on an ongoing analysis of the individual’s learning progress. When providing instruction to individuals with exceptional learning needs, the candidate will learn how to provide individualized instruction that is meaningful and challenging. When developing individualized instructional plans, the candidate will be able to take into consideration a student’s abilities and needs when developing long-range and shorter-range goals and objectives. (CEC Standard Seven)

**A Assessment** - Candidates will understand that assessment results are used to help identify exceptional learning needs and to develop and implement individualized instructional programs. Candidates will understand that assessment tools have limitations and demonstrate the proper use of a variety of assessment tools. Measurement theory will be explained and students will become familiar with concepts such as validity, reliability, norms, bias, and the proper interpretation of assessment results. Candidates will understand their role in collaborating with families, other educators, related service providers, and community agency personnel. Candidates will understand the various advocacy roles expected of an educator of individuals with exceptional learning needs. (CEC Standards Eight & Ten)

**L Language** – Candidates will understand typical and atypical language development and how these exceptional conditions impact an individual’s experience with and use of language. The candidate will use individualized strategies to enhance language development and teach communication skills. The candidate will be familiar with augmentative, alternative, and assistive technologies to support and enhance communication development. The candidate will possess strategies and resources that facilitate understanding for individuals with ELN whose primary language is not English. (CEC Standard Six).
IDEA Objectives:  $E = 4$

$I = 2, 3$

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IDEA Objectives:  E = 4  
I = 2, 3

STRUCTURED EXTERNAL ASSIGNMENT AND CECRAM DATA COLLECTION

COURSE: MSE 7402  
TITLE: Applied Behavioral Analysis

PROGRAM COMPETENCY 2: Interpret and use behavioral programming while recognizing the significance of relationships in classroom management  
11: Exhibit an affect of confidence, caring, professionalism, and energy in teaching students from a diverse society

GRADUATION COMPETENCY 1: Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to one’s field of study  
3: Demonstrate advanced oral and written communication skills  
4: Apply legal and ethical principles to guide professional behaviors and decision making  
7: Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in any professional environment  
9: Demonstrate flexible thinking while maintaining a results oriented outlook

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 6: Programs are on-going and developmentally based on best practice;  
7: Programs are standards-driven

DELAWARE PROFESSIONAL TEACHING STANDARD 2: Human Development and Learning  
5: Learning Environment  
12: Professional Conduct

NCATE STANDARD 1: Knowledge, Skills, and Dispositions

CEC STANDARD 2: Development and Characteristics of Learners  
3: Individual Learning Differences  
5: Learning Environments and Social Interactions

STRUCTURED EXTERNAL ASSIGNMENT: Demonstrating an understanding of behavior modification, reinforcement principles, cognitive theories, humanistic theories, the affective domain and self-esteem, teacher candidates will develop a behavior management plan which can be applied school-wide for a given student.

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### IDEA Objectives:  $E = 4$

$1 = 2, 3$

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>EMERGING 2 POINTS</th>
<th>BASIC 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for students’ varying abilities and behaviors for individuals with exceptional learning needs</td>
<td>Plan was unspecific and not related to varying abilities and behaviors.</td>
<td>Plan included few attempts to include varying abilities and behaviors.</td>
<td>Plan included some attempts to include varying abilities and behaviors.</td>
<td>Almost all of the plan attempted to include ideas for varying abilities and behaviors.</td>
<td>All of the plan included ideas for varying abilities and behaviors.</td>
</tr>
<tr>
<td>Similarities and differences in human development of individuals with exceptional learning needs</td>
<td>No attempts were made to facilitate for similarities or differences in human development across the school-wide environment.</td>
<td>One or two attempts were made to facilitate for similarities or differences in human development across the school-wide environment.</td>
<td>Three attempts were made to facilitate for similarities or differences in human development across the school-wide environment.</td>
<td>Four attempts were made to facilitate for similarities or differences in human development across the school-wide environment.</td>
<td>Five or more attempts were made to facilitate for similarities or differences in human development across the school-wide environment.</td>
</tr>
<tr>
<td>Discussion of a variety of concepts associated with targeted behaviors of individuals with exceptional learning needs</td>
<td>Discussed one or fewer of the concepts associated with targeted individuals with exceptional learning needs.</td>
<td>Discussed two of the following concepts associated with targeted individuals with exceptional learning needs; (1) reinforcement selection; (2) reinforcement schedules; (3)</td>
<td>Discussed three of the following concepts associated with targeted individuals with exceptional learning needs; (1) reinforcement selection; (2) reinforcement schedules; (3)</td>
<td>Discussed four of the following concepts associated with targeted individuals with exceptional learning needs; (1) reinforcement selection; (2) reinforcement schedules; (3)</td>
<td>Discussed ALL of the following concepts associated with targeted individuals with exceptional learning needs; (1) reinforcement selection; (2) reinforcement schedules; (3)</td>
</tr>
</tbody>
</table>

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### IDEA Objectives: $E = 4$

$I = 2, 3$

<table>
<thead>
<tr>
<th>Theoretical Research as foundation for plan as intervention strategies to individualize instruction</th>
<th>CEC Standard Three</th>
<th>Collecting data; (4) modeling; (5) contracting.</th>
<th>Collecting data; (4) modeling; (5) contracting.</th>
<th>Collecting data; (4) modeling; (5) contracting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Plan contained NO reference to theories.</td>
<td>Plan discussed one of the following theoretical bases; (1) social learning theory; (2) humanistic learning theory; (3) cognitive learning theory; (4) behavioral learning theory.</td>
<td>Plan discussed two of the following theoretical bases; (1) social learning theory; (2) humanistic learning theory; (3) cognitive learning theory; (4) behavioral learning theory.</td>
<td>Plan discussed all four of the following theoretical bases; (1) social learning theory; (2) humanistic learning theory; (3) cognitive learning theory; (4) behavioral learning theory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan impacts learners’ academic and social abilities, attitudes, interests, and values on instruction</th>
<th>CEC Standard Three</th>
<th>Plan documented NO impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</th>
<th>Plan documented LITTLE impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</th>
<th>Plan documented SOME impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Plan documented NO impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</td>
<td>Plan documented LITTLE impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</td>
<td>Plan documented SOME impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</td>
<td>Plan documented MUCH impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identified behavioral characteristics and needs of individuals with exceptional learning needs</th>
<th></th>
<th>Plan documented NO impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</th>
<th>Plan documented LITTLE impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</th>
<th>Plan documented SOME impact on learners’ academic and social abilities, attitudes, interests, and values on instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>None of the behavioral characteristics and needs of the student have been identified.</td>
<td>Few of the behavioral characteristics and needs of the student have been identified.</td>
<td>Some of the behavioral characteristics and needs of the student have been identified.</td>
<td>Almost all of the behavioral characteristics and needs of the student have been identified.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>CEC Standard Five</th>
<th>Realistic expectations for personal and social behavior in various settings</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>The plan contains NO realistic expectations for personal and social behaviors in various settings.</td>
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<tr>
<td>CEC Standard Five</td>
<td>The plan contains FEW realistic expectations for personal and social behaviors in various settings.</td>
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<tr>
<td></td>
<td>The plan contains SOME realistic expectations for personal and social behaviors in various settings.</td>
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<tr>
<td></td>
<td>The plan contains MANY realistic expectations for personal and social behaviors in various settings.</td>
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<tr>
<td></td>
<td>The plan contains MANY AND VARIIES realistic expectations for personal and social behaviors in various settings.</td>
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<table>
<thead>
<tr>
<th>School-wide plan.</th>
<th>CEC Standard Five</th>
<th>The elements of the plan encompass none of the school environment.</th>
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<tbody>
<tr>
<td></td>
<td>The elements of the plan encompass little of the school environment.</td>
<td></td>
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<tr>
<td></td>
<td>The elements of the plan encompass some of the school environment.</td>
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<tr>
<td></td>
<td>The elements of the plan encompass almost the entire school environment.</td>
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<td></td>
<td>The elements of the plan encompass the total school environment.</td>
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**AVERAGE SCORE =**

**WEIGHT FACTOR =**

**TOTAL POINTS =**
### B. Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>IN-CLASS LEARNING ACTIVITIES</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
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# DELAWARE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>#1 – Content Knowledge</th>
<th>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
</tr>
<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
</tr>
<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
</tr>
<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
</tr>
<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
</tr>
<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
</tr>
<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</td>
</tr>
<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
</tr>
<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>
IDEA Objectives:  E = 4
              I = 2, 3
NCATE/CEC Program Standards (2002)

Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2: Development and Characteristics of Learners
Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual Learning Differences
Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Standard 4: Instructional Strategies
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

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Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Standard 6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

Special educators know their own limits of practice and practice within them.

Standard 10: Collaboration
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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## MSE Program Competency Matrix

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