

Western Kentucky University



**Special Education
School of Teacher Education**

Spring 2012

**EXED 330: Introduction to Exceptional Child Education:
Diversity in Learning**

Pre-requisite(s): EDU 250 or MGE 275; PSY 310

Instructor:

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By Appointment 8:30-11:30 T/ Th

Phone: 270.745.4753

*E-mail is the best way to contact me. In the SUBJECT line of email, please put
YourLastName_330*

Policy for Services for Students with Disabilities:

Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is: (270) 745-5004 for both voice and TDD users.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me.

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Course Description

SPED 330 comprises a survey of the characteristics of exceptionality and an overview of special education programs, schools, community resources and research relative to exceptionality. Field experiences in public schools and/or other appropriate settings away from campus may be required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

Course Objectives & Rationale

Students majoring in a variety of programs in Teacher Education need information regarding the diversity of learning needs within the classroom and community. This course provides a comprehensive survey of the field of special education. Information will be provided on special education history, legislation, programs and service delivery models. The course will also include information on etiology, description, assessment and program planning for students with disabilities, and Gifted and Talented. Additional topics include effective collaboration with parents and other caregivers, as well as other professional and paraprofessional staff. Sociopolitical aspects, culturally and linguistically responsive family/parent issues in serving all students with diverse academic and social abilities are also addressed. SST/504/IEP/ITP and IFSP's are developed and discussed.

Kentucky's Teacher Standards for Preparation and Certification - Find full explanation of each standard at:

<http://www.kyepsb.net/documents/EduPrep/KentuckyteacherstandardSEPT2007.pdf>

Standard 9: The teacher evaluates teaching and implements professional development.

*Completion of Individual Philosophy of Education Statement.

Comparison of Council for Exceptional Content Standards and KY Teacher Standards:

CEC Content Standards	KY Teacher Standards
1. Foundations	1. Content Knowledge
2. Development and Characteristics of Learners	1. Content Knowledge 2. Designs/Plans Instruction
3. Individual Learning Differences	2. Designs/Plans Instruction 3. Learning Climate 4. Manages Instruction
4. Instructional Strategies	2. Designs/Plans Instruction 3. Learning Climate 4. Manages Instruction 5. Assessment
5. Learning Environments and Social Interactions	3. Learning Climate 4. Manages Instruction
6. Language	1. Content Knowledge
7. Instructional Planning	1. Content Knowledge 2. Designs/Plans Instruction 3. Learning Climate 3. Manages Instruction
8. Assessment	5. Assessment 6. Technology

9. Professional and Ethical Practice	7. Reflection 9. Professional Development
10. Collaboration	8. Collaboration 10. Leadership

Required Text:

Friend, M. (2011). *Special education: Contemporary perspectives for school professionals*, (3rd ed.). Boston: Allyn & Bacon.

ISBN: 978-0-13-703327-0 OR ISBN: 0-13-703327-3

BOTH NUMBERS ARE LOCATED ON THE BACK OF THE BOOK

Instructional Methods and Activities

May include, but is not limited to:

Media presentations, performance tasks/projects, discussion board, lecture, group and individual activities, writing projects, journal reviews.

Special Instructional Materials

Access to Blackboard and the Internet

Course Topics (include but are not limited to):

- Understanding Special Education
- The Personnel and Procedures of Special Education
- Multicultural and Bilingual Perspectives
- Collaboration in Special Education
- Students with Learning Disabilities
- Students with Attention Deficit-Hyperactivity Disorder
- Students with Emotional and Behavior Disorders
- Students with Intellectual and Developmental Disabilities
- Students with Speech and Language Disorders
- Students with Deafness and Hearing Loss
- Students with Visual Impairments
- Students with Autism Spectrum Disorders
- Students with Physical and Health Disabilities
- Students with Severe and Multiple Disabilities
- Students who are Gifted and Talented

Course Requirements and Course Evaluations

Due dates for assignments are reflected in the course calendar in Blackboard. **Late assignments will not be accepted without prior permission from the instructor.** This decision will most likely be subjective. If you don't like the decision made by the instructor, then don't plan to submit anything late. Assignments submitted after the due date without prior permission from the instructor will not receive credit. All assignments must be turned in by the last official day of class. All written work must be typed, double-

spaced and free of excessive spelling, grammatical and typographical errors. Formative and summative grading will be posted on Blackboard.

It is your responsibility to have the appropriate technology to complete this course. Equipment failure or malfunction is not an excuse.

Grading

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points (500). Read notes below.



90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D Below 59 = F
(500-450 pts) (449-400 pts) (399-350 pts) (349-300 pts) (<300 pts)

Required Assignments and Point Values:

Each assignment's point values will be noted when the assignment is given and will be explained in detail on the course site before it is due.

Please note: No student will receive an A if there are missing assignments. No exceptions. I have found that students will work to reach a 90% and then stop working in the course. If you do this, you will not receive a grade of A.

Also note that I do not round up at any point in the grading system unless you have earned a final grade of 89.5 with all assignments in and on time.

Discussion Board Participation – Assignments – Final Project (the compilation of The Electronic Resource Notebook) – Critical Performance Indicator

Note: The Final Project & the Critical Performance Indicator constitute the Final Exam.

Discussion Board Postings

When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. With that being said, please be aware that, as with any online forum, discussion boards are not private and may be viewed by others.

Assignments

Assignments are chosen from activities that vary in nature from answering direct questions from the readings, writing reflective papers, commentaries on videos, reading and reviewing research articles provided on special education topics, researching specific disabilities, and other activities that I might choose. Please feel free to ask clarifying questions should you need to do so after reading the assignments.

Final Project: Critical Performance Indicator

Reflective Piece on Philosophy of Education

NOTE: The Reflective Piece over the course or the Philosophy of Education is a Critical Performance Indicator for this course. No grade will be released until the philosophy of education meets the standards described in the course documents.

The critical performance indicator, the reflection piece, is part of the Final Examination. It is a reflective essay discussing how your view of special education has changed/not changed as a result of the information learned in this course. This critical performance indicator is one half of the final exam requirement and, because it is a critical performance indicator for EXED 330, the final grade for the course will not be released until the reflection paper has achieved the “acceptable:” rating. See the prompt in blackboard and the rubric in the electronic portfolio <http://edtech2.wku.edu/portfolio/>

Students are reminded that what they submit must be a piece of work specifically written for this course. A revision of the Philosophy of Education developed during the prerequisite courses may be used as a foundation, but it is expected that significant revisions would be evidenced as a result of the learning in this course. Those revisions will address teaching students with disabilities.

APA

All papers submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (6th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references:

<http://owl.english.purdue.edu/owl/resource/560/01/> (bookmark this site!!! No student should be without it!)

<http://www.apastyle.org/electref.html>

<http://www.endnote.com/> (an excellent piece of software to own!)

Bibliography/Reference Websites:

<http://www.kyvl.org/> Online library resource.

<http://www.eudcationonlineforcomputers.com/> Tutorials

<http://ecourses.wku.edu/> Blackboard

<http://www.wku.edu/> WKU’s Homepage

Email Communication

Take care to be polite, to-the-point, professional, and respectful in all email communication with me. In the case that inappropriate/disrespectful student email is sent, I reserve the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action.

In the SUBJECT line of your email, make sure that you write it this way: LastName_330.

Technology Management

Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require *more* dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, NOT the professor.

WKU College of Education and Behavioral Science Dispositions

The Educational Professional demonstrates the following:

Values Learning as evidenced by:

Attendance; Class Participation; Class Preparation; Communication

Values Personal Integrity as evidenced by:

Emotional Control; Ethical Behavior

Values Diversity

Values Collaboration

Values Professionalism as evidenced by:

Respect for school rules, policies and norms; Commitment to self-reflection and growth; Professional Development and Involvement; Professional Responsibility