**WKU**

## SPED 515
## Education of Exceptional Children
## Summer 2018 Syllabus

**Instructor:** Susan Keesey, Ph.D.

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**Class Location**: Online with
Mandatory class at WKU on Saturday, May 19 from 9:00–3:00

**Instructors' Office Hours:**

| | | | | |
|---|---|---|---|---|
| *Dr. Keesey's Office Hours – GRH 1105* *Summer 2018* *(Appointments may be scheduled at other times)* | | | | |
| M | T | W | R | F |
| | 10:00 a.m. – 12:30 p.m. Online | | 10:00 a.m. – 12:30 p.m. Online | |
| Or available on campus by appointment | | | | |

*Summer hours vary considerably; however, I will always make time to meet with students and/or answer questions through email. It is best to make an appointment for an in-person appointment or to SKYPE. Office hours may be used for SKYPE or in-person meetings. The quickest avenue for a response is email; however, phone calls are always welcome. Please leave your name, number, and course if you leave a message. Also, please follow up with an email so I'll be sure to check my phone.*

***Note: This document and other class related materials are available at https://blackboard.wku.edu.**

**Course Description: SPED 515       Education of Exceptional Children       3 hours**
Introductory course for initial certification in Exceptional Education. Induction issues in special education are examined.

**Rationale:**  This course is designed to provide an intensive introduction for those with no prior teaching experience who are pursuing initial certification in Exceptional Education.

**Relationship of the course to University mission and objectives:**
This course is within the University's mission of Increasing Student Learning and Improving Institutional Effectiveness. Student learning is increased through the awareness and utilization of the services and procedures of community agencies serving individuals with disabilities. The

University's effectiveness is improved by producing better-trained teachers in a critical shortage area at the graduate level.

**Prerequisites:** Graduate status

**Learning Outcomes:**
Course objectives are part of a comprehensive program to meet KY teacher and other professional standards. Upon completion of this course, candidates will:
1. Demonstrate awareness and understanding of the requirements for the initial certification/alternate route to teacher certification policies for the MAE in Exceptional Education. (KY #1 & 9)
2. Demonstrate awareness, knowledge, and application of the APA 6th ed. style for writing and its uses in special education scholarly writing. (KY #1 & 9)
3. Demonstrate an understanding of the types of professional education certifications and professional organizations related to teaching and special education. (KY #1 & 9)
4. Demonstrate knowledge of the Kentucky Teacher Standards and Codes of Ethics for Kentucky Teachers and Special Educators, along with CEC Standards. (KY #1, 8, 9 &10)
5. Demonstrate an understanding of special education service delivery models and how special educators work within the larger framework of education. (KY #1)
6. Demonstrate an awareness of pertinent education laws and their effects on practice. (KY #1)
7. Demonstrate an awareness of research/evidence based instructional strategies (KY#1, 2, 4)
8. Demonstrate use of effective lesson planning strategies. (KY #1, 2, 4, 5, 6, 7 & 8)
9. Demonstrate knowledge of Individual Education Plans and their effective use in special education. (KY#1 & 2)

*Students will be expected to demonstrate awareness of, knowledge of, and application of all of the above objectives through course assignments throughout the semester.*

**Textbooks and Required Materials:**

American Psychological Association (2009). *Publication Manual of the APA, 6th Ed.* Washington, D.C.: APA -
   *This manual is the style manual for writing, publication, and research in social science fields such as special education. It is widely available at any bookstore, amazon.com, library, WKU bookstore, etc. and you must have one for this course. It will serve you well throughout your entire graduate program.*

Moats, L. & Dakin, K. E. (2008). *Basic facts about dyslexia & other reading problems.* Baltimore, MD: The International Dyslexia Association.

Murawski, W. W., & Scott, K. L. (2017). *What really works with exceptional learners.* Thousand Oaks, CA: Corwin.

Ricci, M. C. (2013). *Mindsets in the classroom: Building a culture of success and student achievement in schools.* Waco, TX: Prufrock Press Inc.

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom.*
   Alexandria, VA: ASCD.

**Optional/Recommended Books:**
Wong, H.K. & Wong, R.T. (2004). *The first days of school: How to be an effective teacher.*
      Available as ebook at http://www.effectiveteaching.com/cart.php

**Electronic Resources:**
WKU library:  Use Blackboard link or go to WKU Library,
     Go to: Services tab; Extended and Off-campus Library Services to learn how to use library

Blackboard Tutorials
     https://blackboard.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_42_1

Blackboard SPED 515: See External Links for resources gathered for this class

WKU's Homepage http://www.wku.edu/

KY Core Academic Standards- accessed online

*During the course of the semester, candidates will be asked to use additional resources found online, in research journals or texts.*

**Major Course Topics:**
COURSE MODULES This course contains four modules from the blackboard course site. By clicking on the course site button labeled "Course Modules" you will find information, instructions, assignments, etc. for each module. The modules are to be completed in order as they build upon one another.

Module One:
People First Language
MAE Policies for Initial Certification/Alternate Route to Certification SPED Students
Why we Need Special Education
The Power of the Profession
Professional Education Certifications & Professional Organizations

Module Two:
CEC Standards & Ethics
KY Teaching Standards
Teacher Certification
Overview of Education Laws and Legal Issues
APA Formatting

Module Three:
Developing a Culture of Learning
Individual Education Plans
Evidence/Research Based Instructional Strategies
Service Delivery Models in Special Education

Module Four:
Effective Teaching Practices
Lesson Planning
Math and Literacy Lessons
Final Assessment Research Paper

**Course Assignments and Evaluation:**
<span style="color:darkred">**All assignments must have your name, date, class/section posted on them. Assignments are due by 11:59 p.m. on the assigned date. Late assignments will be penalized 10% per day with a maximum of three (3) assignments accepted late.**</span> Assignments may include, but are not limited to:

| Course Obj. | Assignment | |
|---|---|---|
| 1 | Introductory Paragraph – Introduction to class on Blackboard and responding to classmates' posts | |
| 3, 4, 5, 6 | Online Quizzes – Content quiz included with each module | |
| 4 | Professional Teaching Dispositions – Complete dispositions rubric, reflect, and then develop a professional dispositions plan | |
| 2, 5, 6, 7 | APA Research Paper (Final Project) – Opportunity to delve deeper in one area of the course and write a 5-page final paper | |
| 1 | Discussion Board Submissions – DP prompts are included in each module; students post and respond two a minimum of two classmates | |
| 5, 6 | KY Teacher Standards Project – Break down and then provide evidence for each of the standards | |
| 5, 6 | Service Delivery Project – Research a school district (including web and interviews) to determine and analyze service delivery model | |
| 6, 9 | IEP Scavenger Hunt – Students find answers to questions within the IEP Guidance Document & IEP Lesson Plan Development Handbook | |
| 7 | Evidence Based Strategy - Using the IRIS website, research evidence-based strategies, then analyze and share through discussion board | |
| 8, 9 | Analyze Lesson Unit Plan – Students complete write-up that analyzes strengths and weaknesses of a pre-constructed unit | |
| 7, 8, 9 | Small group lessons in math and reading – Lesson plans are developed using evidence-based practices and differentiated to meet learners' needs | |
| | All Assignments are assigned to one of four modules. Each module accounts for approximately 20% of the course grade | 80% |
| 2, 4, 5, 7 | Final Research Paper | 20% |

*Additional activities may be assigned for clarity. The instructor retains the right to modify and adjust the assignments and schedule of activities.*

**Course Grading:**
Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. Assignments are due by 11:59 p.m. on the assigned date. Late work will be assessed a 10% reduction per day the work is late. A maximum of three (3) late assignments will be accepted. All assignments must be submitted by the due date to receive an A.

| Percentage | Final Grade |
|------------|-------------|
| 93–100 % | A |
| 80–92.9 % | B |
| 70–79.9 % | C |
| 60—69.9% | D |
| <59.9 % | F |

**Attendance and Participation Policy:**
Timely participation and punctual assignments are mandatory components to successfully completing this course! Any candidate missing the first 2 days of course with no log-on to the course materials will be dropped. Classmates will interact and collaborate through discussion boards and the in-person weekend.

Although this is an online course, there will be a **MANDATORY** weekend meeting held on WKU's campus (Gary Ransdell Hall) on Saturday, May 19th from 9:00 to 3:00. This is a very important meeting covering many of the SPED program requirements and procedures; therefore, **attendance is required.**

**Due Dates/Late Policy:**
Teaching is a profession that requires numerous due dates and strong time-management skills. To better prepare students for effective teaching, due dates will be adhered to.  The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. Major life crises are always taken into consideration; however, patterns of unpreparedness, neglect or disorganization are not. Assignments are due at 11:59 p.m. on the due date and will be considered late at midnight and subject to a 10% per day penalty with a maximum of three (3) assignments accepted late. To avoid a point reduction, **TURN IN WORK AHEAD OF THE DUE DATE!  All assignments must be submitted by the due date to receive an A in this course.** Assignments can certainly be submitted early.

**Instructional Methods and Activities:**
May include, but is not limited to: media presentations, performance tasks/projects, discussion board, lecture, group and individual activities, website reviews, writing projects, research, observations and journal reviews. Instructor retains the right to modify work assigned.

**Classroom Communication Policy:**
You ARE part of a distributed class (i.e., you and your classmates are spread around the US and even the world!) and therefore class participation is required. There will be discussions boards along with other opportunities to interact with your peers. Each time you come to class via Blackboard on the web, please check announcements for any current or relevant new

information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for more than a week.

Students' participation grade includes completion of class assignments, reading all assigned materials, maintaining contact with the instructor, use of the Q & A Discussion board to help classmates, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person, by SKYPE, or by phone) with any student to help with any assignment or answer questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

### E-Mail Communication
Whole class emails are sent through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed. You are expected to check the course site and your email on a daily basis for class notifications/updates.

Email communication can cause communication concerns due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message/discussion board posting; (b) it is often too easy to quickly zip off a rude communication to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things electronically that they would never say in a face-to-face conversation. Therefore, students should take care to be polite, to-the-point, professional, and respectful in all communication in this course. If the student has a doubt that a post may be inappropriate, it is most likely best not to post it. In the case that inappropriate/disrespectful student communication is received by the professor or posted on a discussion board, the professor reserves 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 she sees fit. Please review the following netiquette website for more information about ethical and considerate online behavior: http://www.albion.com/netiquette/index.html <http://www.albion.com/netiquette/index.html> .

### Discussion Board Postings (DBP)
When posting to the course discussion board, students should: (a) post in a timely manner, (b) maintain confidentiality regarding schools, school personnel, students, and students' families and (c) 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, nor 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 who do not have permission to access the board. Please think carefully before posting.

### <u>Formatting:</u>
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://www.apastyle.org/elecref.html

## Written Work Quality

All submitted work is to be of professional quality.  Work that is less than professional will be returned ungraded. A Holistic Writing Rubric will be provided. Student should analyze the rubric and edit work prior to submission.  If writing is a weak skill set, please procure an editor/tutor to strengthen this skill.

Please use "people first" language.  That means that you always refer to a person first and the disability as secondary.  For example, person with autism is correct, autistic student is incorrect. Points will be deducted for misuse of people first language.

**All graduate work should be in 12-point font & double-spaced in APA format.**
http://owl.english.purdue.edu/owl/resource/560/01/

## Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*.  See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

## Technology Management:
### READ FAQ documents on Blackboard
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 d*edication, 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.*

**Professionalism Policy:**
One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the college coursework and your field experience.

**WKU College of Education and Behavioral Science Dispositions**
The Educational Professional Demonstrates the following:
Values Learning as evidenced by:
- Class Participation
- Attendance
- 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
   *Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.*

**Field Work:**
Students seeking initial licensure are required by EPSB to complete 200 field hours prior to student teaching. Therefore, for this course **all MAT students** are required to complete **25 hours of field experience**. Information about specific field experience opportunities will be discussed at the meeting held at the beginning of the term; however, the following activities will be required to meet course requirements:
- Attend professional development activities (i.e., conferences, special events)
- Interview administration/special education teacher to determine special education and related services available
- Volunteer and attend the first day of school
- Additional approved activities to reach 25 hours

The Kentucky Field Experience Tracking System (KFETS) is where students are required to enter all field experiences into the EPSB portal website here http://www.epsb.ky.gov/
EPSB provides an explanation of the new requirements and the KFETS system here http://www.epsb.ky.gov/teacherprep/FieldExperience.asp
Office of Teacher Services has also created a Field Experience Requirements page to help provide information to students and faculty. This information includes the CEBS Field

Experience Tracking Form  http://www.wku.edu/teacherservices/field_exp/    This webpage will be updated when more resources or information becomes available.

## Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

## Statement of Diversity:

We believe that diversity issues are of major import to student and school success.  We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions.  This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment.  The format of this class will be a community of scholars, each with their rights and responsibilities of membership.  We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

## Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense.  The academic work of a student must be his/her own.  One must give any author credit for source material borrowed from him/her.  To lift content directly from a source without giving credit is a flagrant act.  To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.  We will work to help students understand what constitutes plagiarism; however, it is up to the students to learn to correctly site their work. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program.  Student work may be subject to review and checks using plagiarism detection software.

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION**
**(EPSB Program Level Requirements)**

## Course Required P-12 Classroom Observation or Clinical Experiences:

| Total Number of Hours:  A minimum of 25 Clinical Hours (hours spent in each category varies based on individual student schedule) | |
|---|---|
| **EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)** | |
| (a)  Engagement with diverse populations of students which include: | |
| 1.  Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member; | |
| 2.  English language learners; | |

| | |
|---|---|
| 3.   Students with disabilities; and | X |
| 4.   Students from the following grade levels: | |
| • Elementary | X |
| • Middle School | X |
| • Secondary | X |
| (b)  Observation in schools and related agencies, including: | |
| 1.   Family Resource Centers; or 2. Youth Service Centers | |
| (c)  Student tutoring | |
| (d)  Interaction with families of students; | |
| (e)  Attendance at school board and school-based council meetings; | |
| (f)  Participation in a school-based professional learning community; and | |
| (g)  Opportunities to assist teachers or other school professionals. | |

## Course Assignments and Experiences Related to:

- **The Kentucky Core Academic Standards (KAS):**  Each teacher candidate is required to familiarize themselves with the KAS (also referred to as the Common Core State Standards).  Students in SPED 515 will be introduced to KAS.  The KAS can be located at the following link and must be printed and brought to class for in-class activities: http://education.ky.gov/curriculum/standards/Documents/Kentucky_Academic_Standards_ELA.pdf

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

| Course Assignment | Measurement of Teacher Candidate's Depth of Knowledge/Proficiency |
|---|---|
| N/A | N/A |

- **Candidates Using the KAS Framework in Lesson Planning**

| Course Assignment | Measurement of Teacher Candidate's Depth of Knowledge/Proficiency |
|---|---|
| N/A | |

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

| Course Assignment  & Due Date | Measurement of Teacher Candidate's Depth of Knowledge/Proficiency |
|---|---|
| N/A | |

## Course Assignments Serving as an Education Preparation Program "Key Assessment":

| Key Assessment Areas | Assessment Name |
|---|---|
| N/A | |

**Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

| Council for Exceptional Children Initial Standards (2013) | Course Experiences and Assessments |
|---|---|
| 1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | Literacy and math lesson Instruction/interaction with students in classroom Analysis of Lesson Unit Plan |
| 3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | Analysis of Lesson Unit Plan Service Delivery project |
| 4. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. | Literacy and math lesson |
| 5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | Discussion Board Submission Evidence-based strategy assignment |
| 6. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. | Professional Teaching Disposition Assignment Final Exam |

**Cross-comparison of additional standards addressed:**

| CEC | KY Initial | Danielson | InTASC |
|---|---|---|---|
| Standard 1: Learner and Learning | 1. Content Knowledge 2. Designs/Plans Instruction 3. Learning Climate | Domain 3: Instruction | S3. Diverse Learners S2. Student Development |
| Standard 3: Curricular Content | 1. Content Knowledge 4. Manages Instruction | Domain 3: Instruction | S1. Content Pedagogy S4: Multiple instructional strategies S7. Planning |
| Standard 4: Assessmen | 4. Manages Instruction 5. Assessment 7. Reflection | Domain 1: Planning and Preparation | S2. Student Development S8. Assessment |

| Standard 5: Instructional Planning and Strategies | 2. Designs/Plans Instruction<br>6. Technology<br>8. Collaboration | Domain 1: Planning and Preparation | S4. Multiple instructional strategies<br>S6. Technology or communication |
|---|---|---|---|
| Standard 6: Professional Learning and Ethics | 7. Reflection<br>8. Collaboration<br>10. Leadership | Domain 4: Professional responsibilities | S9. Reflective Practice: Professional Development |