



SPED 330:

“Introduction to Exceptional Education: Diversity in Learning”

Syllabus

Instructor: Sally K. Fluhler, Ph.D.

Class Location: Virtual

Instructor's Office Hours:

GRH 1088

Monday	Tuesday	Wednesday	Thursday	Friday
1:00-4:00pm	1:00-4:00pm	By appointment	<i>Virtual via Zoom</i> 2:00-5:00pm	By appointment

If you are planning on coming to office hours (either online or in-person) please use this link [here](#) to sign-up for an appointment slot. If none of these times work or are full, please email to schedule a time.

I will always make time to meet and/or answer questions through email. My goal is for you to get as much out of the course as possible, I welcome any questions about class. You will receive the timeliest reply if you contact me through direct e-mail (sally.fluhler@wku.edu). I am likely to respond within 24-48 hours of receiving email during the week. I do not reliably respond to emails on nights and weekends. If I do not respond within 24-48 hours, you may send a follow-up e-mail.

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

Course Description:

SPED 330. INTRODUCTION TO EXCEPTIONAL EDUCATION: DIVERSITY IN LEARNING (3 credit hours).

Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

Prerequisites: EDU 250, FACS 192, MGE 275, AGED 250 or AMS 329, and either PSY 310 or FACS 191; or instructor permission.

Notice! This course requires 15 field hours and you must be approved with criminal background check, physical, and TB test on file with Teacher Admissions or you cannot complete the requirement!

Rationale: The vast majority of students with learning disabilities struggle in the area of reading and language. It is critical that special education teachers have the tools necessary to remediate these areas of difficulty through the use of explicit instruction. It is also imperative that English learners are also provided with the literacy tools necessary to experience success.

Textbooks and Required Materials:



McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2018). *Inclusion: Effective practices for all students*, (3rd ed.). New York, NY: Pearson Higher Ed.

ISBN-13: 9780134672601

We will use the Perusall program with our textbook this semester. You can buy this textbook through Perusall (recommended). However, if you are on scholarship and have to buy your textbook through the school bookstore, you can purchase the Perusall code through the WKU bookstore. There is no hard copy textbook for this course. Please buy the Perusall version, not the textbook so you can participate fully in the commenting etc. More information to come!

Create a Perusall account and then use this course code to join our class.
JONES-MYXQ8

You must have a copy of this online textbook to be successful in this course. You will need it for weekly reading guides. Without it, your answers will not be correct, and you will automatically lose points each week.

**Note: During the course of the semester, students may be asked to use additional resources found online, in research journals, or texts. Additional readings may be required.*

Course Resources:

Electronic Resources: We will likely use the following sites throughout the semester.

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

[WKU Libraries](#)

[WKU Blackboard](#)

[myWKU Portal](#)

[WKU Homepage](#)

[KY Core Academic Standards](#)

Major Course Topics:

- Define Inclusion
- Historical Trends
- Foundations of Inclusion
- High-Incidence Disabilities
- Low-Incidence Disabilities
- Other Special Needs and Inclusion
- Collaboration and Teaming
- Assessment for Eligibility
- Behavior Management
- Multi-Tiered Systems
- Content Area Instruction
- Students with Significant Needs

**Note: the course topics above are not exhaustive*

Course Objectives:

1. Develop a teaching philosophy that reflects appropriate attitudes toward students with disabilities and their inclusion in regular education. (*CEC 6: **KY 3.5, 9.1: KFT 2A, 2B, 2C, 2D, 4E; InTASC 9)
2. Review state and federal laws/legislation impacting the education of students with disabilities. (CEC 6: KY 2.0, 2.1: KFT 1C; InTASC 4)

3. Identify and discuss multicultural aspects resulting in over representation of minority or culturally diverse populations in special education classes. (CEC 2; KY 3.3, 3.4: KFT 1B, 1C, 1E, 2A, 2B, 2C, 2D, 3B, 3C; InTASC 2)
4. Summarize the collaborative roles of general education teachers, special education teachers, related service providers and parents impacting effective inclusion. (CEC 2, 7: KY 8.1: KFT 4C; InTASC 9, 10)
5. Discuss the role of educational assistants, or paraprofessionals, in the delivery of educational programs to students with disabilities. (CEC 6: KY 8.1: KFT 4C)
6. List the definition, prevalence, identification, and characteristics of students with disabilities in the classroom. (CEC 4: KY 3.3: KFT 1B, 1C, 1E, 2A, 2B, 3B, 3C; InTASC 1, 2)
7. Create a file of special teaching strategies found to be effective with students with disabilities in accessing the KY Academic Core Standards. (CEC 4, 5: KY 4.1, 4.5: KFT 1C, 1E, 2D, 3A, 3B, 3C, 3E; InTASC 5, 8)
8. Identify effective strategies used to adapt selected curriculum materials. (CEC 3, 4, 5: KY 4.1, 4.3, 4.4, 4.5: KFT 1C, 1D, 1E, 2E, 3B, 3C, 3E; InTASC 4, 7, 8)
9. Discuss strategies for socially integrating students with disabilities in the general education classroom. (CEC 5: KY 3.2, 3.3, 3.4, 3.5, 4.2: KFT 1B, 1C, 1E, 2A, 2B, 2C, 2D, 3B, 3C, 3D, 3E; InTASC 2, 3)
10. Discuss strategies for meeting the needs of students with disabilities and their families. (CEC 4, 5: KY 8.2, 8.3: KFT 4C; InTASC 2, 3)
11. Identify major organizations and advocacy groups supportive of students with disabilities. (CEC 6: KY 9.1: KFT 4E; InTASC 9, 10)
12. Demonstrate professional dispositions in all settings (i.e. attendance, respect, dependability, preparedness, collegiality, etc. InTASC 10)

READING GUIDES & EXAM	This course will have 11 reading guides with varying points. You will also have a cumulative final exam in this course.
ASSIGNMENTS	<p>Co-Teaching Plan – 100 points Behavior Management Plan – 100 points Inclusive Lesson Plan – 100 points Field Experience Logs and Reflection – 100 points Disability Video Presentation – 100 points UDL Assignment – 15 points Online Reading Guides – 275 points Discussion Boards – 60 points Attendance and Participation at Live Sessions – 50 points (25 points for two live sessions) Exams – 100 points</p> <p>Total Points (including exams) = 1000 points</p> <p><i>Detailed Instructions will be provided on the course site for each of these assignments with due dates and rubrics. Assignments above are not listed in order.</i></p> <p>PLEASE SAVE ALL WORD DOCUMENTS ASSIGNMENTS IN THIS FORMAT: FirstName_LastName_SPED330-700_AssignmentName</p>
Course Grading	<p>Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points.</p> <p>93 – 100 % = A Note: I do not round up if any assignments are late or missing. 80 - 92% = B 70 – 80% = C</p>

	<p><i>Any score of < 70% is not accepted for this course. Candidates must earn at least 70% (a C) to successfully complete this course.</i></p> <p>** If you have any questions about your assignments or content, please email me or come to the weekly (optional) Zoom meetings.</p> <p>Zoom Help Session Link: These Zoom Help Session Links are To Be Determined. I will send you the links to this once the class votes on the overall best day and time to have these sessions.</p>
University and Classroom Policies	
	<p>Attendance and Participation Policy: Since this is an online course, you must participate in online chats and log in to the course site when required. You are required to come to at least two of the online sessions via Zoom. These Zoom times will be determined via a classroom poll to find the best possible time for students. I will notify you via email if another time or day works best for most students. <u>I will hold a special Zoom meeting at the beginning of the semester to go over the course structure and make sure all questions are answered.</u> Please drop the course if you do not submit work 3 weeks in a row.</p>
	<p>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.</p>
	<p>Plagiarism: SEE THE UNIVERSITY POLICY ON PLAGIARISM AT THE FOLLOWING LINK: https://www.wku.edu/handbook/academic-dishonesty.php/ 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.</p> <p>DR. JONES WILL FOLLOW THE UNIVERSITY POLICY ON CASES OF PLAGIARISM/ACADEMIC DISHONESTY:</p> <p>Academic Dishonesty</p> <p>Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.</p>
	Due dates/Late Policy

	<p>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.</p> <p>Turn in work according to the given due dates and time. Work may be submitted early. You will lose 2 points from your assignment for the first 3 days it is late. After the third day, you will lose 10% off your assignment each day thereafter.</p>
	<p>APA Style</p> <p>Group project references will be cited according to the Publication Manual of the American Psychological Association (5thed.). 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/electref.html</p>
	<p>Classroom Communication Policy</p> <p>When referring to classroom observation experiences, 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. Please use "people first" language.</p> <p>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.</p>
	<p>Technology Management</p> <ul style="list-style-type: none"> • All work must be typed unless otherwise noted. Word processing must be done either in Microsoft WORD .doc or .docx format. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details. • I will not accept assignments completed on Pages/Notes or in PDF formats. WORD only please. • If you don't have Word – access it free through WKU here: https://wku.blackboard.com/ultra/courses/_161170_1/cl/outline • Use my WKU email for all correspondence.
	<p>Professionalism Policy</p> <p>One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the college classroom and your field experience classroom. When it mentions Zoom meetings, it is referring to both optional and mandatory Zoom meetings unless otherwise noted.</p> <ol style="list-style-type: none"> 1) Bringing assigned materials to the Zoom meeting (be prepared to take notes, bring your book etc). 2) Arriving to the Zoom class on time and remaining in class the entire time (mandatory only) 3) Refraining from using cell phones for calls and/or texts; cell phones must be turned off during class meetings (including in your field site), 4) Participating in class/small group discussions, 5) Treating classmates, cooperating teacher and professors in a respectful manner in classroom discussions, meetings, and emails. 6) Completing homework assignments as required,

	7) Arriving to class with appropriate dress/appearance for an elementary-school setting (if you tutor).
	<p>WKU College of Education and Behavioral Science Dispositions The Educational Professional Demonstrates the following:</p> <p>Values Learning as evidenced by:</p> <ul style="list-style-type: none"> • Class Participation • Attendance • Class Preparation • Communication <p>Values Personal Integrity as evidenced by:</p> <ul style="list-style-type: none"> • Emotional Control • Ethical Behavior • Values Diversity • Values Collaboration <p>Values Professionalism as evidenced by:</p> <ul style="list-style-type: none"> • Respect for school rules, policies and norms • Commitment to self-reflection and growth • Professional Development and Involvement • Professional Responsibility <p>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.</p>
Zoom Etiquette Guidelines	<p><u>Please come to any online in person sessions in professional dress and demeanor.</u></p> <ul style="list-style-type: none"> - Please refrain from cell phone use and social media multitasking. Be fully present. - Please come dressed appropriately (e.g. no pajamas, cropped shirts, inappropriate T-shirts). - Please remain in a sitting position during calls (e.g. no laying down in bed or on the couch). - And of course, be kind and courteous to all in the Zoom class session 😊
<p style="text-align: center;">FIELD EXPERIENCE REQUIREMENTS FOR THIS COURSE</p> <p>This course requires 15 field hours and you must be approved with criminal background check, Physical, and TB test on file with Teacher Admissions or you cannot complete the requirement!</p> <p style="text-align: center;">Successful completion of field hours is required for passing this course. Field hours cannot be transferred from another semester. Certified teachers are exempt.</p>	
10 HOURS	STUDENTS WITH DISABILITIES (16 KAR 5:040 SECTION 3 (3))
5 HOURS	INTERACTION WITH FAMILIES OF STUDENTS (16 KAR 5:040 SECTION 3 (3)) **Due to Covid19 restrictions – this family component is optional. However, you still need 15 total hours.
<p style="text-align: center;"><u>STUDENTS ARE NOT TO VISIT SCHOOLS WITHOUT APPROVAL AND PERMISSION – FIRST FROM INSTRUCTOR; SECOND FROM OFFICE OF EDUCATOR PREPARATION; THIRD FROM THE SCHOOL DISTRICT AND ASSIGNED SCHOOL.</u></p> <p><u>DO NOT ATTEMPT TO ARRANGE YOUR OWN OBSERVATIONS FOR THIS COURSE.</u></p> <p>If you have in depth questions about field hours, you can always contact Stephanie.Martin@wku.edu with further questions.</p>	

COURSE ASSIGNMENTS AND EXPERIENCES RELATED TO:	
	<p>The Kentucky Academic Standards (KAS) This course is designed for all content level teachers. Candidates must analyze a lesson plan from their content areas and analyze the vital components according to KAS as well as looking for differentiated instruction.</p>
	<p>The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction</p> <p>Candidates are introduced to what the six levels of Blooms looks like in a Lesson Planning preparation using the Taxonomy of Lesson Plan Preparations (TLP) which incorporates differentiated assessment across critical thinking levels.</p> <p><i>See Creating Order Out of the Chaos of Differentiated Lesson Planning for the Novice Teacher Candidate at http://digitalcommons.wku.edu/ktej/</i></p>
	<p>Candidates Using the KAS Framework in Lesson Planning This course is designed for all content level teachers. Candidates must analyze a lesson plan from their content areas and analyze the vital components according to KAS as well as looking for differentiated instruction and the KTIP template.</p>
	<p>Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework Candidates are introduced to what the six levels of Blooms looks like in a Lesson Planning preparation using the Taxonomy of Lesson Plan Preparations (TLP) which incorporates differentiated assessment across critical thinking levels.</p> <p><i>See Creating Order Out of the Chaos of Differentiated Lesson Planning for the Novice Teacher Candidate at http://digitalcommons.wku.edu/ktej/</i></p>
Key Assessment Areas	
1.	Content Assessment
2.	Other Assessment of Content Knowledge
3.	Assessment of Professional Capabilities
4.	Clinical Experiences Measure of Teaching Proficiency
5.	Measure of Candidate Assessment Proficiencies
6.	Candidate Ability to Diagnose and Prescribe Personalized Student Learning
7.	Application of Content Knowledge/Pedagogical Skills (Instructional Practice)
8.	Assessment of Literacy Outcomes
9.	Dispositions (Philosophy of teaching as directed to students with disabilities and their families.)
Course Experiences an Assessments Addressing Learned Society (SPA) Standards	
	The SPA for this course are aligned with the objectives.

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| | <ul style="list-style-type: none">a- Council for Exceptional Children (CEC) Standards are used as the basis for state standards in Exceptional Education
http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdfb- Kentucky Teacher Standards http://www.kyepsb.net/teacherprep/standards.aspc- KFT: Kentucky Framework for Teaching:
http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky Framework for Teaching.pdf |
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InTASC standards at a glance

[http://www.ccsso.org/Resources/Publications/InTASC Standards At a Glance 2011.html](http://www.ccsso.org/Resources/Publications/InTASC%20Standards%20At%20a%20Glance%202011.html)