



Course Title	Introduction to Exceptional Education: Diversity in Learning
Course Prefix & Number	SPED 330-702
Course Discipline	Special Education: Introductory course for initial certification teacher candidates
Instructor's Name	Pauletha Butts
Semester and Year	Spring 2020
Instructor's Office	I can meet you in an office in Gary Ransdell Hall, but I am typically not on campus.
Instructor's Telephone Number	I will use a Remind system. Please click on the link https://www.remind.com/join/sped3307 to access the code and be added to the communication group - You may text me through Remind. If you need to speak with me please text or email and give me a number to reach you on.
Instructor's Email Address	pauletha.butts@wku.edu - Email is the best way to contact me. If you email me and do not receive a reply within 48 hours, please email me again in case yours is lost in cyber space.



Catalog Description	<p>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.</p> <p>Course Rational: This course is required of all certified teachers working with students in school settings. It is essential that each candidate (a) becomes knowledgeable about state and federal laws, (b) locates resources and effective strategies for creating programs for students with special learning needs and (c) develops techniques for creating classrooms that are diverse.</p>
Course Prerequisites	<p>Notice!</p> <p>This course requires 15 field hours and you must be approved with criminal background check, Physical, and TB test on file with</p> <p>Teacher Admissions or you cannot complete the requirement!</p> <p>(One of these required as Prerequisites) EDU 250, FACS 192, MGE 275, AGED 250 or AMS 329, and either PSY 310 or FACS 191; or instructor permission. (2016-17 catalog)</p>
Learning Outcomes	<p>Course objectives are part of a comprehensive program to meet KY Teacher Standards (KY), Council for Exceptional Children (CEC), Kentucky Framework for Education (KFT), and the InTASC model Core Teaching Standards (InTASC).</p>



All course objectives must remain in place for all sections. Faculty may add to but not delete from this base list.

Learning outcomes for students

- 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 overrepresentation 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)



	<ul style="list-style-type: none"> 12. Demonstrate professional dispositions in all settings (i.e. attendance, respect, dependability, preparedness, collegiality, etc. InTASC 10) <p>SPA alignment:</p> <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.pdf b- Kentucky Teacher Standards http://www.kyepsb.net/teacherprep/standards.aspx - KFT: Kentucky Framework for Teaching:
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	<p>http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky_Framework_for_Teaching.pdf</p> <p>d- InTASC standards at a glance http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html</p>
Required Texts	<p>Required Text(s)</p> <p>McLeskey, J., Rosenberg, M.S., & Westling, D.L. (2018). Inclusion: Effective Practices for All Students, 3rd Edition. Pearson Higher Ed.</p> <p>ISBN 13: 978-0-13-467260-1</p> <p>Kentucky Department of Education (July 2019). IEP Guidance Document, July 2019. This document will be posted on the course site.</p> <p>During the course of the semester, students will be asked to use additional resources found online, in research journals or texts.</p>



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
EXAMS	This course will have Exams (100 points each) plus a Final Exam (worth 200 points): Exam 1 – End of Week 5 Exam 2 – End of Week 9 Final Exam will be cumulative and will be available to you the Friday before Finals Week and Due on the Wed. of Finals Week before Midnight
ASSIGNMENTS	Readings and Online Quizzes - 100 points Collaborative Disability Presentation – 100 points Co-Teaching Plan – 100 points Behavior Management Plan – 100 points Inclusive Lesson Plan – 100 points



	<p>Field Experience - Observations and all hours logged in KFETS system– 100 points</p> <p>Participation/Professionalism - 100 points</p> <p>Total Points (including exams) = 1000 points Detailed Instructions will be provided on the course site for each of these assignments with due dates and rubrics.</p>
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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</p> <p>80 - 92% = B</p> <p>70 – 80% = C</p> <p>Any score of < 70% is not accepted for this course. Candidates must have at least a C to successfully complete this course.</p>
	<p>Attendance and Participation Policy:</p> <p>Since this is an online course, you must participate in online chats and log in to the course site at least twice per week. You will receive a participation grade of 100 points. If you do not participate in the scheduled online chats and log on to the course site at least twice per week, points will be deducted in 10-point increments. In class points will be lost if the student fails to adhere to this requirement. Please drop the course after the third absence.</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</p> <p>Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@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:</p> <p>https://www.wku.edu/handbook/academic-dishonesty.php/</p> <p>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. APPLIN 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>



<p>FIELD EXPERIENCE REQUIREMENTS FOR THIS COURSE This course requires 15 field hours and you must be approved with criminal background check, Physical, and TB test on file with</p> <p>Teacher Admissions or you cannot complete the requirement!</p> <p>Successful completion of field hours is required for passing this course.</p> <p>Field hours cannot be transferred from another semester.</p> <p>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))



<p>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.</p> <p>DO NOT ATTEMPT TO ARRANGE YOUR OWN OBSERVATIONS FOR THIS COURSE.</p>	
<p>COURSE ASSIGNMENTS AND EXPERIENCES RELATED TO:</p>	
	<p>The Kentucky Academic Standards (KAS)</p> <p>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>See Creating Order Out of the Chaos of Differentiated Lesson Planning for the Novice Teacher Candidate at http://digitalcommons.wku.edu/ktej/</p>
	<p>Candidates Using the KAS Framework in Lesson Planning</p> <p>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</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</p>
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	<p>incorporates differentiated assessment across critical thinking levels.</p> <p>See Creating Order Out of the Chaos of Differentiated Lesson Planning for the Novice Teacher Candidate at http://digitalcommons.wku.edu/ktej/</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 and Assessments Addressing Learned Society (SPA) Standards	
	<p>The SPA for this course are aligned with the objectives.</p> <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.pdf• b-Kentucky Teacher Standards http://www.kyepsb.net/teacherprep/standards.asp• c-KFT: Kentucky Framework for Teaching: http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky Framework for Teaching.pdf <p>InTASC standards at a glance http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html</p>



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