

<p style="text-align: center;">WESTERN KENTUCKY UNIVERSITY Department of Educational Administration Leadership & Research</p>	
<p style="text-align: center;">SPED 532 Families, Professionals and Exceptionalities</p>	
<p style="text-align: center;">Instructor: Janet L. Applin, Ph.D., Associate Professor Educational Administration, Leadership & Research</p>	
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***Note: This document and other class related materials are available at <https://blackboard.wku.edu>.**

Disclaimer: Note that items in the syllabus and on the course site are subject to change based on critical developments in the field; inclement weather; etc. Note that any changes will always be to the students' advantage and not to the professors. JLA

Course Description: Interpreting programs for individuals with disabilities to maximize family involvement. Emphasizes the attitudes, skills, and knowledge taught in the educational program.

Course Rationale: This course is designed to provide a study of various issues related to parent interventions and techniques pertinent to the educational process as it relates to individuals with disabilities.

Pre-Requisites: SPED 516 or other introductory course.

Learning Outcomes: Upon completing this course, students will:

1. Demonstrate Professional Leadership
2. Collaborate with Colleagues, Parents, Others
3. Demonstrate knowledge of consequences of disabling conditions on the family unit
4. Demonstrate knowledge of rights, responsibilities related to children with disabilities in P-12 settings.
5. Demonstrate knowledge of community services available for families and children
6. Demonstrate knowledge of parent involvement benefits and related programs
7. Demonstrate knowledge of skills for effective parent/teacher interaction
8. Demonstrate knowledge of the role of culture as it relates to working with families of children with disabilities.

Textbooks and Required Materials:

There will be no textbooks for this course.

You will have a reading list of articles pertaining to family involvement and special education that you will be required to download from the WKU library and read. It is advised that you print these articles and place them in a binder for easy reference, as you will be using them on assignments, discussion boards, and exams. Alternatively, you may download them to a computer file and save the printing costs.

Every enrolled student at WKU has a printing allowance in campus computer labs and you may come to a campus lab and print all of your articles.

The reading list will be available on the blackboard course site at the beginning of the term. Please do not use a list from a previous semester as the readings change from term to term. The course site will have instructions for how to access the articles through the WKU library website.

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

Major Course Topics:

MODULE ONE - Introduction to Course

- The participant will become familiar with the syllabus and course requirements.
- The participant will access articles from the library databases.
- The participant will introduce themselves to the professor through an introductory Assignments Feature paragraph, and the first discussion board.

MODULE TWO - Parent Involvement

- The participant will explain the need for parent involvement in all decisions affecting the educational programming of disabled individuals.
- The participant will identify current parent involvement programs.
- The participant will identify current issues and trends of an educational and social nature as they relate to family involvement.
- The participant will develop skills necessary for teacher/parent interaction.
- The participant will describe assessment results from individual schools and districts in parent friendly terms.

MODULE THREE - Social Aspects of Families of Children with Disabilities

- The participant will identify the social consequences of disabling conditions.

- The participant will develop an awareness of feelings/attitudes and how they affect behaviors/expectations toward the disabled.
- The participant will explain the concept of family dynamics.
- The participant will develop and understanding of the Role of Culture

MODULE FOUR - Collaboration with other Professionals

- The participant will compare and contrast models of collaboration and co-teaching
- The participant will identify collaborative services available in their school district
- The participant will identify the importance of inclusion for students with disabilities.

Description of Course Assignments:

Introductory Paragraph:

By the first THURSDAY of the class, you should complete the Introductory Paragraph. Please note that this is NOT the same as the Introductory Discussion Board. The purpose of this assignment is for me to get to know you a little bit, and also to make sure you know how to use the Assignments Feature without glitches before the other large assignments are due. You should keep this to a brief paragraph telling me about yourself – where you teach (grade level, type of students, etc.), what your life is like (family, school, etc.), and any other information you would like to share to help me get to know you better. Attached to the end of the introductory paragraph should be a statement either giving permission or not giving permission to discuss your grades with you by email – See Below

Online Quiz:

On the **FIRST DAY OF THE CLASS**, you will have an online quiz over the syllabus. The quiz will be available beginning at 12am on the first day of class and the quiz must be completed **by midnight of that day**. You will not be able to access the quiz after that time and will receive no credit for the quiz if you miss the deadline. This quiz is worth 25 points.

Online Discussions

On the first day of class, you will have a class wide discussion question asking where you teach or what your teaching plans are for the future. Please note that this is NOT the same as the introductory paragraph you are to submit to the Assignments Feature. On the day before an online discussion is due, or earlier, a question will be posted. You are to go to your group discussion board page and contribute to the discussion. Each discussion board is worth 25 points, for a total of 125 points. Online discussion board grades will not be posted until all discussion boards are completed during the last week of the class. There is a rubric posted under course documents. Discussion board questions will be **due on the following dates: Week One - Wednesday and Thursday; Week Two - Monday and Wednesday; Week Three - Thursday**. Submissions to the discussion boards must be made by 11:59pm to receive full credit.

Midterm and Final Exams

*** Exams will be turned in to the Assignments Feature on the course site.**

Your midterm and final exams will be posted on the Assignments Section. You will be expected to include a statement verifying that you adhere to a professional honor code. Exam questions will be similar to which you will take at the end of your program for additional or initial certification in special education and will be similar to the Constructed Response Questions required on the Praxis and will pertain to the articles from the reading list. **Within your Exams, you are expected to write using APA style, which is the standard in educational scholarly writing. If you are unfamiliar with APA style, you should acquire the 7th Edition APA Style Manual widely available at any bookseller. There are also many websites that offer information about APA style.** *APA Style IS NOT taught as part of the course objectives of this course – as graduate students you are expected to be proactive in learning APA style as it will be used for all of your graduate education courses.* **The midterm will be due to the Assignments Feature of the course site during Week 2 on Wednesday by 11:59pm. Your final must be submitted to the Assignments Feature of the course site on Friday of Week Five (the final day of the course) before midnight to receive full credit. Each exam is worth 75 points.**

School Data/Parent Resource PowerPoint Project - Due Friday of Week Three

****This assignment will be submitted to the Assignments Feature of the Course Site If you are in a school with other class participants, you may work on this assignment together although EVERYONE must turn in a copy of the project to the assignments feature and all names must be on the power points.***

You will develop a parent friendly power point presentation (or other presentation application) suitable for a Parent Workshop that contains two parts:

Part I – School/District Data

Each student will be required to complete a thorough analysis of your school data (Demographic Data, Test Scores, Strengths, Weaknesses, etc.). This information should be readily available at your school and/or on the KDE website. You should look for K- PREP and/or School Accountability data for your school – every public school in every district in the state has a school report card – these may be accessed here:

<http://applications.education.ky.gov/SRC/Default.aspx>

If you are not currently teaching in a school, research a school in the district in which you hope to teach in the future. Each student will then prepare Part I of the PowerPoint presentation suitable for a parent workshop explaining the data and how the school plans to address any issues indicated in the School Report Card. **This assignment is due on Friday of Week Three. This Part of the assignment is worth a total of 150 points. Again, there will be a rubric posted on the course site indicating in detail how you will be graded on this project.**

Part II – Community Resource Data

Students will compile community resource information suitable for a parent workshop and present it in Part II of the PowerPoint (or other presentation application) assignment. The purpose here is to have a resource for parents giving them information they would want and need about your school, programs, community resources etc. Examples of types of information to include might be medical services available, mental health services available, legal services available, social service organizations – any community resource that might serve families of students with disabilities in your community and/or region.

This part of the assignment is worth 125 points.

Course Grading and Evaluation:**Grading Procedures:**

The course grade will be calculated as follows:

• Midterm Exam	75 Points
• Final Exam	75 Points
• Intro Paragraph	25 Points
• Online Syllabus Quiz	25 Points
• Online Discussions (5 @ 25 points each)	125 Points
• Parent Resource/School Data PowerPoint	275 Points
• Professional Disposition	100

Total Points Possible	700 Points
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The following represents the grade equivalent for accumulated points:

A = 648-700 points 93-100%

B = 529-647 points 80-92%

C = 488-528 points 70-79%

D = 416-487 points 60-69%

F = 416 and Below Below 60%

Attendance and Participation Policy:

- Regular monitoring of blackboard is essential to your success in this course. The professor will make regular announcements and clarify instructions, provide additional resources, and remind you of due dates etc. through the Announcements Page and Email
- Projects and assignments must be completed within the timelines specified on the course site. LATE is not acceptable and is subject to a penalty past the due date – no matter the reason. This is to be fair to those who have their assignments in at the proper time.
- Extra credit to improve low grades is not granted. The focus MUST be on the completion prior to the due date of the course requirements as stated in the syllabus.

- Each participant is required to complete all discussion boards and projects. All word processing documents MUST be typed double spaced WORD format and grammatically correct. Please don't assume that spell check is accurate.
- Each participant is required to complete all assignments as posted on Blackboard.
- Rubrics for each assignment will be posted to the Blackboard course site the first week of class.

Please note: No student will receive an A if there are missing assignments.

Also note that I do not round up at any point in the grading system unless you have earned a final grade of 92.5% with ALL assignments in and ON TIME.

All graduate students are required to have a 3.0 GPA to receive their degree from WKU. See Academic Policies in the current Graduate Catalog.

ACADEMIC INTEGRITY:

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.

<https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf>

COURSE CALENDAR:

A course calendar will be provided with an outline of assignments, instructions, course topics, due dates, and required readings during the first face-to-face class meeting and on the Blackboard Course site at the beginning of the semester.

TOOLS FOR ONLINE LEARNERS:

A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support.

<https://www.wku.edu/online/srp/>

KENTUCKY TEACHER PERFORMANCE STANDARDS (2018):

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment					
	SPED 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630
Standard 1. Learner development		X	X	X		
Standard 2. Learning differences	X				X	
Standard 3. Learning environments	X	X				X
Standard 4. Content knowledge			X		X	
Standard 5. Application of content		X	X			
Standard 6. Assessment	X					
Standard 7. Planning for instruction						X
Standard 8. Instructional strategies		X			X	X
Standard 9. Professional learning and ethical practice			X	X		X
Standard 10. Leadership and collaboration				X		

**COUNCIL FOR EXCEPTIONAL CHILDREN ADVANCED PREPARATION STANDARDS (CEC) (2015)
AND PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)**

CEC STANDARDS	ALIGNED WITH SPED 532 ASSIGNMENTS	PSEL STANDARDS	ALIGNED WITH SPED 532 ASSIGNMENTS
AP STANDARD 1: ASSESSMENT	School Data Project	STANDARD 1: MISSION, VISION & CORE VALUES	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	Embedded in School Data Project	STANDARD 2: ETHICS AND PROFESSIONAL NORMS	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES	Community Resource Project	STANDARD 3: EQUITY AND CULTURAL RESPONSIVENESS	Discussion Boards and Exam Essays
AP STANDARD 4: RESEARCH & INQUIRY	School Data Project Community Resource Project	STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT	School Data Project Community Resource Project
AP STANDARD 5: LEADERSHIP & POLICY	Discussion Boards and Exam Essays	STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	Discussion Boards and Exam Essays
AP STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE	ALL Assignments embed professional and ethical practice aspects	STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	Discussion Boards and Exam Essays
AP STANDARD 7: COLLABORATION	Research Paper	STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	Discussion Boards and Exam Essays
		STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY	Embedded in School Data Project
		STANDARD 9: OPERATIONS AND MANAGEMENT	School Data Project
		STANDARD 10: SCHOOL IMPROVEMENT	School Data Project

STUDENTS WITH DISABILITIES/ADA ACCOMMODATION:

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, Room 1074. The 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.

TITLEIX/DISCRIMINATION & HARRASSMENT:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

SAFETY AND EVACUATION:

At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.

<https://www.wku.edu/emergency/>

WRITING CENTER ASSISTANCE:

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students. Take a [video tour of the Writing Center](#) or learn about our thesis writing workshops on our [Resources for Thesis Writers](#) page! <https://www.wku.edu/writingcenter/>

CENTER FOR LITERACY:

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

THE LEARNING CENTER:

The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students enhance their academic performance and sharpen their skills to be successful Western Kentucky University graduates. TLC offers free tutoring to all WKU students as well as PASS (group tutoring) for select classes. Peer tutors are certified through the College Reading & Learning Association (CRLA). You may contact the TLC at <https://www.wku.edu/tlc/>

EXTRA HELP:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

COURSE ADJUSTMENTS:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to students.