

Course Title	Introduction to Exceptional Education: Diversity in Learning													
Course Prefix & Number	SPED 330 – 706													
Course Discipline	Special Education: Introductory course for initial certification teacher candidates													
Semester and Year	Spring, 2021													
Course Meeting Times	Most of this course is completed asynchronously through Blackboard. This course also meets via Zoom every other Tuesday 5–6 PM beginning on January 19, 2021. You are not required to attend these class sessions live. If you do not attend live class sessions, you must watch recordings of course meetings posted to Blackboard.													
Instructor’s Name	Jessie Torelli, Ph.D., BCBA													
Instructor’s Office	1013 Gary Ransdell Hall School of Teacher Education Western Kentucky University 1906 College Heights Blvd. #71030 Bowling Green, KY 42101													
Instructor’s Email	Jessica.torelli@wku.edu Office phone number: (270) 745-4054 <i>I will always make time to meet and/or answer questions via email. Please include the course number in the subject line. It is best to make an appointment for an in-person meeting or to Zoom (see sign-up link below). The quickest avenue for a response is email. I will answer emails within 24 hours during the school week. I do not reliably respond to emails on nights and weekends.</i>													
Office Hours	Use this sign-up link to schedule an appointment during office hours. Email me to set up an appointment at other times. <table border="1"><thead><tr><th>M</th><th>T</th><th>W</th><th>R</th><th>F</th></tr></thead><tbody><tr><td>Available by appointment</td><td>10 – 11:30 (in-person or Zoom)</td><td>2 – 4 (Zoom)</td><td>10 – 11:30 (in-person or Zoom)</td><td>Available by appointment</td></tr></tbody></table>				M	T	W	R	F	Available by appointment	10 – 11:30 (in-person or Zoom)	2 – 4 (Zoom)	10 – 11:30 (in-person or Zoom)	Available by appointment
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Catalog Description	SPED 330 (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. Course Rationale: This course is required for all certified teachers working with students in schools. 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 inclusive.													

Course Prerequisites	(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.
Texts	<p>This class requires Perusall for reading assignments. <i>You must purchase the textbook through the bookstore with Persuall access or through the Perusall website.</i> Contact the bookstore for support.</p> <p>Required Texts:</p> <div data-bbox="430 556 516 661"> </div> <p>McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2018). <i>Inclusion: Effective practices for all students</i>, (3rd ed.). New York, NY: Pearson Higher Ed. ISBN 13: 978-0-13-467260-1</p> <p>Kentucky Department of Education (July 2018). IEP Guidance Document, July 2018. https://education.ky.gov/specialed/excep/forms/Pages/IEP-Guidance-and-Documents.aspx</p> <p><i>I will post additional readings throughout the semester on Blackboard.</i></p>
Resources for this class	<p>WKU Resources</p> <p>We will use resources from these sites in this course.</p> <p>Online library resource. http://www.kyvl.org/ WKU Libraries Browzine WKU Blackboard WKU Portal WKU's Homepage KY Core Academic Standards</p> <p>Online Modules (IRIS Center)</p> <ul style="list-style-type: none"> • The IRIS Center. (2020). The pre-referral process: Procedures for supporting students with academic and behavioral concerns. Retrieved from https://iris.peabody.vanderbilt.edu/module/preref/ • The IRIS Center. (2020). Differentiated instruction: Maximizing the learning of all students. Retrieved from https://iris.peabody.vanderbilt.edu/module/di/ • The IRIS Center. (2020). Providing instructional supports: Facilitating mastery of new skills. Retrieved from https://iris.peabody.vanderbilt.edu/module/sca/ • The IRIS Center. (2020). SRSD: Using learning strategies to enhance student learning. Retrieved from https://iris.peabody.vanderbilt.edu/module/srs/ • The IRIS Center. (2020). PALS: A reading strategy for high school. Retrieved from https://iris.peabody.vanderbilt.edu/module/palshs/ • The IRIS Center. (2020). Improving writing performance: A strategy for writing persuasive essays. Retrieved from https://iris.peabody.vanderbilt.edu/module/pow/ • The IRIS Center. (2020). SOS: Helping students become independent learners. Retrieved from https://iris.peabody.vanderbilt.edu/module/sr/ • The IRIS Center. (2020). High-quality mathematics instruction: What teachers should know. Retrieved from https://iris.peabody.vanderbilt.edu/module/math/

	<ul style="list-style-type: none"> • The IRIS Center. (2020). Evidence-based practices (part 1): Identifying and selecting a practice or program. Retrieved from https://iris.peabody.vanderbilt.edu/module/ebp_01/ • The IRIS Center. (2020). Evidence-based practices (part 2): Implementing a practice or program with fidelity. Retrieved from https://iris.peabody.vanderbilt.edu/module/ebp_02/ • The IRIS Center. (2020). Evidence-based practices (part 3): Evaluating learner outcomes and fidelity. Retrieved from https://iris.peabody.vanderbilt.edu/module/ebp_03/ • The IRIS Center. (2020). RTI (part 3): Reading instruction. Retrieved from https://iris.peabody.vanderbilt.edu/module/rti03/ <p>Other Web Resources:</p> <ul style="list-style-type: none"> • National Center on Intensive Intervention: http://www.intensiveintervention.org • What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/ • Intervention Central: http://www.interventioncentral.org • National Center on Response to Intervention: http://www.rti4success.org • Council for Exceptional Children website: http://www.cec.sped.org • NASP Resources for Educators: http://www.nasponline.org/educators/index.aspx • NASP: RTI Information: http://www.nasponline.org/resources/rti/index.aspx • Research Institute on Progress Monitoring: http://progressmonitoring.org • Acadience (Formerly DIBELS) website: https://acadiencelarning.org/index.html • National Center for Learning Disabilities: http://www.ncld.org • LD Online http://ldonline.org <p><i>Additional resources for course projects will be posted on Blackboard.</i></p>
Course objectives and outcomes	<p><i>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).</i></p> <p>Learning outcomes for students:</p> <ol style="list-style-type: none"> 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)

	<ol style="list-style-type: none"> 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) 																						
Topics covered in this course	<p>Course Topics (some, but not all of the topics that will be covered):</p> <ul style="list-style-type: none"> • Historical trends in educating students with disabilities • Foundations and definition of inclusion • Characteristics of high-incidence disabilities • Characteristics of low-incidence disabilities • Collaboration and teaming • Assessment for eligibility • Behavior management • Multi-tiered systems of support • Evidence-based instructional practices 																						
Assignments	<p>Assignments and point values are tentative and may change. I will provide specific guidelines and due dates for each assignment on Blackboard.</p> <table border="1"> <thead> <tr> <th>Assignment</th><th>Point Value</th></tr> </thead> <tbody> <tr> <td>Professionalism</td><td>60</td></tr> <tr> <td>Perusal Assignments</td><td>140</td></tr> <tr> <td>Quizzes and Activities</td><td>280</td></tr> <tr> <td>Disability Group Project Timeline</td><td>20</td></tr> <tr> <td>Lesson Plan</td><td>100</td></tr> <tr> <td>Midterm</td><td>100</td></tr> <tr> <td>Behavior Management Plan</td><td>100</td></tr> <tr> <td>Disability Group Project</td><td>100</td></tr> <tr> <td>Final</td><td>100</td></tr> <tr> <td>Total</td><td>1000</td></tr> </tbody> </table>	Assignment	Point Value	Professionalism	60	Perusal Assignments	140	Quizzes and Activities	280	Disability Group Project Timeline	20	Lesson Plan	100	Midterm	100	Behavior Management Plan	100	Disability Group Project	100	Final	100	Total	1000
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University/ Departmental policies	<p>Formatting and Professional Quality All written work should adhere to APA 7th edition formatting (<i>double-spaced, 12-point, Times New Roman font, 1" margins on all sides, no extra space between paragraphs</i>). APA style will not be taught as a part of this course. Complete all work neatly and in a manner consistent with professional quality (i.e., <i>no errors in grammar or spelling, no typos</i>). Follow directions for assignments carefully. If you</p>																						

do not understand the requirements of an assignment, it is your responsibility to contact the instructors *prior to the session in which the assignment is due*. 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: <https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

Classroom Communication Policy

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 "person-first" language.

That means, that you always refer to a person first and the disability second. For example, person with autism is correct –autistic student is incorrect. Points will be deducted for misuse of person-first language.

Face Coverings Policy

Out of respect for the health and safety of the WKU community and in adherence with the [CDC guidelines](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Disabilities Accommodation Statement

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. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me.

Reading Support

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 with 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.

Writing Center Assistance

The Writing Center on the Bowling Green campus is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

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.

Title IX/Discrimination and Harassment

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.

Plagiarism Policy

Student work may be checked using plagiarism detection software.

To represent the ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own and for this class. Students must give the author(s) credit for **ANY** source material used. Credit must be either at the bottom of the material's page or in a list of references. To lift content directly from a source, even if it is from a website or friend's work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is

	<p>also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an “F” for the assignment and possible dismissal from the university. All plagiarism must be reported to Student Affairs. Read the full policy here.</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. • Use your WKU email for all correspondence. <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><i>Deficiencies in any of these areas may warrant a meeting with the professor. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.</i></p> <p>Grading The grading scale for this course is determined by the School of Teacher Education and approved by the College for Education and Behavioral Sciences. I will award points for various assignments during the course. I will calculate grades as a percentage of the total possible points. <i>NO grade below C</i> is accepted in the education program.</p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>93 –100</td> <td>= A</td> </tr> <tr> <td>85 –92</td> <td>= B</td> </tr> <tr> <td>77 –84</td> <td>= C</td> </tr> <tr> <td>70 –76</td> <td>= D</td> </tr> <tr> <td>Below 69</td> <td>= F</td> </tr> </tbody> </table>	Percentage	Final Grade	93 –100	= A	85 –92	= B	77 –84	= C	70 –76	= D	Below 69	= F
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Course policies	<p>Attendance and Participation Policy Since this is an online course, you must participate in online discussions and log in to the course site when required. I will describe specific participation requirements</p>												

	<p>for assignments on Blackboard.</p> <p>Due Dates/Late Policy Teaching is a profession that requires numerous due dates and strong time-management skills. I will not preview your work, but will answer pertinent questions prior to due dates. I will list due dates and times on the course schedule. Work may be submitted early. <i>Late work will receive a 20% point deduction per day that it is late, for up to three days.</i> Unexcused late assignments submitted more than three days after the due date will not be accepted. For example, if an assignment is due on 2/7 at 11:59pm, the latest date to turn in the late assignment is 2/10 at 11:59pm.</p> <p>Professionalism Policy One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in the online classroom at all times.</p> <p>You will earn points for professionalism each week. Points are earned by:</p> <ol style="list-style-type: none">1) Actively participating in online Zoom classes,2) Dressing appropriately (as you would for an in-person class) and acting professionally for video-based activities,3) Staying focused during online classes,4) Participating in online forums and discussions,5) Treating both classmates and professor in a respectful manner in online forums, meetings, activities, and emails,6) Completing assignments as required. <p>Points are deducted for any form of unprofessional behavior. Examples include: tardiness to meeting (one free pass per semester), unexcused absences, being disrespectful, repeated failure to participate in class discussions, or failure to meet classroom expectations (e.g., camera off during a Zoom meeting). I will not always notify you when I deduct professionalism points. You may ask me for your current professionalism points at any time during the semester.</p> <p>Audio/Video Recording Policy Live class sessions may be audio or video recorded. The purpose of these recordings is for students in the course to watch or re-watch past class sessions. These recordings are for educational use only and may only be viewed by students in the course. Students may <i>not</i> record class sessions without written instructor permission.</p> <p>Zoom Policy During Zoom meetings, I expect you to meet the expectations below.</p> <ol style="list-style-type: none">1. Keep your camera on2. Mute when not speaking3. Dress appropriately4. Sit up5. Address technological difficulties efficiently
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I will post details for course assignments and a tentative calendar on Blackboard.