



SPED 515: Introduction to Special Education

(Winter 2022/2023) Syllabus

Instructor: Sally K. Fluhler, PhD

Class Location: Virtual

Instructor's Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
	12:00-3:00pm	Virtual via Zoom 2:00-5:00pm	12:00-3:00pm	

*****Please schedule an appointment (via email) since hours vary considerably during the winter break***

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 weekends, so please try to send questions regarding assignments during the week so I can respond to them prior to the start of the weekend. If I do not respond within 24-48 hours, you may send a follow-up e-mail.

Given that this course occurs during the holiday season as well, my availability on certain days will be limited.

*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

Address: Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: Teacher Certification or Instructor Permission

Required Texts:

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

Ricci, M. C. (2017). *Mindsets in the Classroom: Building a Growth Mindset Learning Community*. Waco, TX: Prufrock Press Inc.

Recommended Texts for your Graduate Program:

American Psychological Association (2020). *Publication Manual of the APA, 7th 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. It will serve you well throughout your entire graduate program.

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](#)

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

Primary Course Website: Blackboard

Graduate Catalog Description:

Introductory course for initial certification in Exceptional Education. Introduction 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.

Course Objectives/Student Learning Outcomes (SLO):

1. Demonstrate understanding of the types of professional education certifications, and professional organizations related to teaching and special education (e.g., requirements for the initial certification/alternate route to teacher certification policies for the MAT in Learning and Behavioral Disorders). (CEC IPS 6.0; KY #1f, 1h, 1i, 1k & #9a, 9k, 9m, 9o)
2. Demonstrate knowledge of the Kentucky Teacher Standards and Codes of Ethics for Kentucky Teachers and Special Educators, along with CEC Standards and teacher dispositions, and use this information to determine professional strengths and weaknesses. (CEC IPS 6.1, 6.2; KY #1f, 1h, 1i, 1k, #8e, 8m, 8n, #9a, 9k, 9m, 9o & #10f)
3. Demonstrate an initial understanding of federal mandates that support students with or at-risk for having a disability: referral process, MTSS, service delivery models, IEPs, federal and state disability categories, use of research-based interventions, collaboration. (CEC IPS 2.2, 7.3; KY #1f, 1h, 1i, 1k)
4. Demonstrate use of effective lesson planning strategies, differentiated instruction, and high leverage practices. (CEC IPS 2.1, KY #1f, 1h, 1i, 1k, #2f, 2k, 2l, 2m, 2n, #4a, 4j, #5n, #7i, 7m, & #8e, 8m, 8n)
5. Demonstrate an understanding of the types of disabilities, common characteristics, and knowledge to teach and support all types of learners (CEC IPS 1.0, 1.2; 5.1 KY #3f, 3g, 3l, 3q, #4a, 4j, #5n)
6. Understand the science of learning as it applies to informing instruction at the class- and student-level for future special educators (CEC IPS 3.1, 3.2)

Course Content Outline:

Students will be evaluated based on their performance in completing assignments such as the following:

Course Modules: This course contains three major modules (and one mini module) 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. Each module will be released gradually throughout the winter semester.

Module One: The Field of Special Education

- Person First Language
- Why We Need Special Education
- Disability Categories
- The Special Education Process/IEPs
- Developing a Culture of Learning
- Overview of Education Laws and Legal Issues

Module Two: Supporting Exceptional Learners

- CEC Standards & Ethics and KY Teaching Standards
- High Leverage Practices
- Culturally Responsive Pedagogy
- Collaboration
- Service Delivery Models in Special Education

Module Four: Implementing Evidence Based Practices in Special Education

- Effective Teaching Practices
- Universal Design for Learning
- Evidence Based Practices
- Progress Monitoring and Using Data to Drive Instruction
- Dyslexia and Effective Reading Instruction
- Lesson Planning
- Science of Learning (MAT SPED students only)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Regular instructor feedback on assignments and discussion board postings
- Responses to emails within 48 business hours

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives/Student Learning Outcomes	SPA Standard(s): CEC Standards	KY Teacher Performance Standards
Journal Entries & Discussion Boards	3	2.2, 7.3	KY #1f, 1h, 1i, 1k
Quizzes	3, 5	1.0, 1.2, 2.2, 5.1, 7.3	KY #1f, 1h, 1i, 1k, #3f, 3g, 3l, 3q, #4a, 4j, #5n
Assignments	1, 3, 4, 6	2.1, 2.2, 3.1, 3.2, 6.0, 7.3	KY #1f, 1h, 1i, 1k, #2f, 2k, 2l, 2m, 2n, #4a, 4j, #5n, #7i, 7m, #8e, 8m, 8n, #9a, 9k, 9m, 9o
Field Experiences ☒Clinical; hours <u>25</u>	3, 5	1.0, 1.2, 2.2, 5.1, 7.3	KY #1f, 1h, 1i, 1k, #3f, 3g, 3l, 3q, #4a, 4j, #5n
KY/CEC Teacher Standards Project	2	6.1, 6.2	KY #1f, 1h, 1i, 1k, #8e, 8m, 8n, #9a, 9k, 9m, 9o & #10f
IEP Assignments	3	2.2, 7.3	KY #1f, 1h, 1i, 1k
Evidence-Based Strategy Assignment	3	2.2, 7.3	KY #1f, 1h, 1i, 1k
Reading Guides & Applied Activities	5	1.0, 1.2, 5.1	KY #3f, 3g, 3l, 3q, #4a, 4j, #5n

Standards addressed in this course:

KTSP with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
<p>Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.</p>	Journal entries, discussion boards, quizzes, assignments, field experiences, KY/CEC Teacher Standards Project, IEP Assignments, Evidence-Based Strategy Assignment
<p>Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	Assignments
<p>Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.</p>	Quizzes, field experiences, reading guides/applied activities
<p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	Assignments, reading guides/applied activities
<p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	Quizzes, field experiences, reading guides/applied activities

<p>Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.</p>	
<p>Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	Assignments
<p>Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>	Assignments, KY/CEC Teacher Standards Project
<p>Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.</p>	Assignments, KY/CEC Teacher Standards Project
<p>Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.</p>	

Student Learning Outcomes of Required Courses in Advanced Teacher Education: This specific table is for the courses listed below. Your discipline may have different SLOs.

Student Learning Outcomes for Special Education Master’s Programs	1. Understand how exceptionalities impact development and learning, and deliver individualized evidence-based instruction to support learning.	2. Create safe, inclusive, and culturally responsive learning environments to promote learning and positive social interactions for students with disabilities.	3. Use multiple means of assessment and data to drive instructional decision making.	4. Understand how behavior impacts learning and develop behavioral interventions to improve social interactions and student learning.	5. Collaborate effectively with colleagues and parents.	6. Display the attitudes and dispositions of a special educator.
EDU 502				✓		
SPED 517						
SPED 630					✓	

Student Learning Outcomes for Special Education Master's Programs	1. Understand how exceptionalities impact development and learning, and deliver individualized evidence-based instruction to support learning.	2. Create safe, inclusive, and culturally responsive learning environments to promote learning and positive social interactions for students with disabilities.	3. Use multiple means of assessment and data to drive instructional decision making.	4. Understand how behavior impacts learning and develop behavioral interventions to improve social interactions and student learning.	5. Collaborate effectively with colleagues and parents.	6. Display the attitudes and dispositions of a special educator.
SPED 618						
SPED 590						✓
SPED 501						
SPED 610						
SPED 612					✓	
SPED 529			✓			
SPED 535		✓				
SPED 615	✓					
SPED 515						
LTCY 519						
SPED 530			✓			
SPED 525	✓					
SPED 531		✓				

Required Experiences of Special Education Graduate Programs WKU Sequence	Course Name Assignments
Understand how exceptionalities impact develop and learning, and deliver individualized evidence-based instruction to support learning.	Journal entries/discussion boards, guided notes, quizzes, disabilities categories assignment, IEP assignment, HLP assignment, data collection assignment, lesson plan assignment, evidence-based strategy assignment, science of learning activity
Create safe, inclusive, and culturally responsive learning environments to promote learning and positive social interactions for students with disabilities.	
Use multiple means of assessment and data to drive instructional decision making.	
Understand how behavior impacts learning and develop behavioral interventions to improve social interactions and student learning.	
Collaborate effectively with colleagues and parents.	
Display the attitudes and dispositions of a special education	Dispositions and professional development assignment

Click [here](#) to see the comprehensive alignment across the program to the indicator level for the standards for the LBD MAT Program

CEC Initial Preparation Standards	Alignment: Assignments/Assessments
Standard 1. Learning Development and Individual Learning Differences	Quizzes, field experiences, reading guides/applied activities
Standard 2. Learning Environments	Journal entries/discussion board, quizzes, assignments, field experiences, IEP assignments, evidence-based strategy assignment
Standard 3. Curricular Content Knowledge	Assignments
Standard 4. Assessment	-
Standard 5. Instructional Planning and Strategies	Quizzes, field experiences, reading guides/applied activities
Standard 6: Professional Learning and Ethical Practice	Assignments, KY/CEC Teacher Standards Project, reading guides/applied activities
Standard 7. Collaboration	Assignments, field experiences, IEP assignments, evidence-based strategy assignment

SPA Standards Alignment: CEC Standards

	Courses/Experiences EDU 502	Courses/Experiences SPED 517	Courses/Experiences SPED 630	Courses/Experiences SPED 618	Courses/Experiences SPED 590	Courses/Experiences SPED 515	Courses/Experiences SPED 530	Courses/Experiences LTCY 519	Courses/Experiences SPED 525	Courses/Experiences SPED 531
Standard 1. Learning Development and Individual Learning Differences										
1.0 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.			X			X	X		X	X
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.			X				X		X	X
1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		X	X			X	X		X	X
Standard 2. Learning Environments										
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.	X		X							
2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	X		X			X				X

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	X					X	X			X
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.										
Standard 3. Curricular Content Knowledge										
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.						X			X	X
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.						X			X	X
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.						X			X	X
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.		X					X		X	X
Standard 4. Assessment										
4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.		X				X	X		X	X
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.		X					X			X
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational							X		X	X

decisions for individuals with exceptionalities.										
4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.		X					X		X	
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.							X		X	X
Standard 5. Instructional Planning and Strategies										
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.						X	X		X	X
5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.		X				X	X		X	X
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.							X		X	X
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.										X
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.									X	
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different		X								X

learning experiences in collaboration with individuals, families, and teams.										
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.									X	X
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.										X
Standard 6: Professional Learning and Ethical Practice										
6.0 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.	X		X			X	X		X	X
6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.	X		X			X	X			X
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.			X			X	X		X	X
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.							X			
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	X									
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.			X							
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.			X							

Standard 7. Collaboration										
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.										
7.1 Beginning special education professionals use the theory and elements of effective collaboration.			X				X			
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.		X	X				X		X	X
7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.		X	X				X		X	X

Course Assignments, Projects, and Evaluation:

All assignments must have your name posted on them as well as have your last name in the file name. Assignments are due by 11:59pm on the assigned date. Please try your best to have assignments in on time; however, if you have circumstances beyond your control please let me know and we can determine your timeline one-on-one. Assignments may include, but are not limited to:

Course Objective	Assignment
1	Introductory Activities – Introduction to class via Blackboard Forum thread, responding to classmates’ posts, and introductory assignment to instructor
3, 4, 5, 6	Online Quizzes – content quiz included with each major module
1, 10	Journal Entries/Discussion Board Submissions – DB prompts are included in each module; students post and respond to a minimum of <u>two</u> classmates
5, 6	KY Teacher Standards Project – Break down and then provide evidence for each of the standards
6, 9	IEP Assignments – Students find answers to questions within the IEP Guidance Document & IEP Lesson Plan Development Handbook, and observe an IEP meeting and reflect on the experience
2, 7, 10	Evidence Based Strategy – Using the IRIS website, research evidence-based strategies, then analyze and share through an online class presentation and peer feedback
7, 8, 9, 10	Reading guides and individual smaller assignments to demonstrate proficiency of key concepts
	All assignments are assigned to one of four major modules (with a few quick assignments in the opening mini module). Each module accounts for approximately one-fourth of the course grade.

Note: Additional activities may be assigned for clarity. The instructor retains the right to modify and adjust the assignments and schedule of activities. See weekly schedule for assignment specifics and due dates.

Course Grading and Evaluation: based on accumulated points

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. All assignments must be submitted by the due date to receive an A. Grades will be rounded such that percentages ending in .4 or lower will be rounded down to the nearest whole number and those ending in .5 or higher will be rounded to the next whole number.

Assignment Name	Point Value	Due Date
Introductory Activities	17	12/14
Reading Guides (20 x 2)	40	12/16 and 12/30
Discussion Boards (7 x 5)	35	throughout semester
Quizzes (2)	38	12/16 and 12/30
Disabilities Categories Assignment	20	12/16
IEP Assignment	30	12/16
HLP Assignment	20	12/21
Collaboration Assignment	20	12/21
Service Delivery Assignment	20	12/21
UDL Assignment	20	12/30
Data Collection Assignment	25	12/30
Lesson Plan Assignment	25	12/30
Overall Professionalism/Participation	15	throughout semester
Additional Science of Learning Activity *MAT SPED students only	20	12/30
TOTAL	325	
	345 *MAT SPED students only	

Percentage	Final Grade
90–100 %	A
80–89.9 %	B
70–79.9 %	C
60–69.9%	D
<59.9 %	F

Course schedule will be posted on Blackboard. Notice, course schedule and requirements *may* be modified over the course of the semester if I deem it necessary.

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face. Additionally, due to the condensed nature of this class, timely participation and punctual assignments are mandatory components to successfully completing this course!

Emails to Instructor:

Whole class emails/announcements are typically 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>> .

If you are reaching out to me specifically through the typical WKU email, please refer to the note below regarding subject lines.

- Please include the course number in the subject line of your e-mail (Examples: SPED515 – Quick Question, or SPED515 | Office Hour Arrangement, or Assignment Question | SPED515)

Naming Files:

1. Please submit all assignments in with the following file name: **Lastname_SPED515_AssignmentName** . Example: **Fluhler_SPED515_EvidenceBasedStrategy**. You will see that there may be points attached to this naming convention.
2. All written work should adhere to APA 7th edition formatting (*double-spaced, 12-point, consistent font, 1" margins on all sides, no extra space between paragraphs*). **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., *no errors in grammar or spelling, no typos*). Follow directions for assignments carefully. If you 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/>

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 offers online consultations for students. 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 appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Participation and Communication:

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 a group assignment and virtual meetings, 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 ZOOM, 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.

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.

Technology Management:

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* dedication, 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 Word/PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

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:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this

will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

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. 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. For more information about the [Process for Academic Dishonesty](#)

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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.*

For further information and support you may choose to go to the Student Accessibility Resource Center:

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

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 HOUR REQUIREMENTS:

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; however, the following activities are suggested:

- 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.

200 field hours are required only for non-Option 6 students; however, it is wise to keep a log of hours because if you are not employed at time of graduation you must have documentation of the completed 200 field hours to earn initial teacher certification.

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;	X
2. English language learners;	
3. Students with disabilities; and	X
4. Students from the following grade levels:	

• Elementary	
• Middle School	
• Secondary	
(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;	X
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	X
(g) Opportunities to assist teachers or other school professionals.	X