EXED 422 - 701
Collaboration and Inclusion in School and Community Settings
Spring 2009
3 Credit Hours

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Course Description: The course provides an overview of methods that facilitate collaboration across disciplines to support diverse learners in regular classroom and community settings. Field experiences are required.

Course Rationale: Students with disabilities are increasingly educated within settings that involve the active participation of teams of professionals who combine expertise and services. As such, it is imperative that students understand the interpersonal dynamics of this complex service delivery system. The course will also look critically at team composition and "best practice" as they relate to effective communication.

Textbooks / Readings:

Additional Readings: The instructor will assign additional readings as appropriate for the course.

Course Objectives: At the completion of this course, the student will be able to:
1. Work collaboratively with other educators to assist in delivering the instructional program for students who are having academic problems.
2. Complete a formative and summative evaluation of the collaborative field experience with plans for follow-up collaborative experiences.
3. Analyze the information obtained from field experience and embed the results in a proposed collaborative instructional program.

Course Disposition Statements:
1. The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving, and seeks to keep abreast of new ideas and understandings in the field.
2. The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
3. The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities.
4. The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

5. The teacher is a thoughtful and responsive listener.

6. The teacher values planning as a collegial activity.

7. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities.

8. The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

**KERA Elements Addressed:**

Standard VI: The teacher identifies situations when and where collaboration will enhance student learning and engages in collaboration to improve student learning.

Standard VII: The teacher assesses own professional performance level, identifies priority needs of professional development, designs a plan to address professional growth needs in priority area(s), and shows evidence of professional growth resulting from the implementation of the plan.

**Knowledge & Skills Addressed:**

Upon completion of this course, the student will know (CEC Program Standards, 2002):

Models, theories, and philosophies that provide the basis for special education practice (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

Articulate personal philosophy of special education including its relationship to/with regular education (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).
Foundations of Special Education)

New Teacher Standards Addressed:
The objectives of this course focus on the following benchmarks of Kentucky’s New Teacher Standards:

Standard II: Creates and Maintains a Learning Climate for Students
The teacher:
* supports student diversity and addresses individual needs.

Standard III: Implements/Manages Instruction
The teacher:
* uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment.
* uses both formative and summative assessment to guide instruction.
* implements instruction that addresses the abilities and the cultural attributes of all students in class.

Standard IV: Assesses and Communicates Learning Results
The teacher:
* aligns assessment with the Kentucky Program of Studies and the Core Content for Assessment.
* uses multiple assessments and sources of data.
* uses formative and summative measures to monitor the progress of all students.
* provides assessments that address the diverse learning needs of all students.

Standard V: Reflects Upon and Evaluates Teaching and Learning
The teacher:
* focuses on student learning.
* describes a plan for improving instructional practice.
* describes a plan for advancing student learning.

Standard VI: Collaborates with Colleagues/Parents/Others
The teacher:
* identifies situations when and where collaboration will enhance student learning.
* develops a plan for collaboration.
* engages in collaboration to improve student learning.

Standard IX: Demonstrates the Implementation of Technology
The teacher:
* uses multiple applications to support student learning.
* selects appropriate technology to enhance instruction.
* integrates student use of technology.
* addresses special learning needs through technology.
* promotes ethical and legal use of technology disciplines.

INTASC Standards Addressed: This course effectively addresses the following Interstate New Teacher
Assessment and Support Consortium (INTASC) standards:

Standard 2, Student Learning
2.21 The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
2.22 The teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.

Standard 3, Diverse Learners
3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
3.22 The teacher appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence.”
3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
3.24 The teacher is sensitive to community and cultural norms.
3.25 The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Standard 4, Instructional Strategies
4.23 The teacher values the use of educational technology in the teaching and learning process.

Standard 5, Learning Environment
5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
5.23 The teacher values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
5.24 The teacher recognizes the values of intrinsic motivation to students’ life-long growth and learning.
5.25 The teacher is committed to the continuous development of individual students’ abilities and considers how different motivational strategies are likely to encourage this development for each student.

Standard 6, Communication
6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
6.23 The teacher is a thoughtful and responsive listener.
6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.
Standard 8, Assessment
8.21 The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
8.22 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Standard 10, Collaboration, Ethics, and Relationships
10.21 The teacher values and appreciates the importance of all aspects of a child’s experience.
10.22 The teacher is concerned about all aspects of a child’s well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
10.23 The teacher respects the privacy of students and confidentiality of information.
10.24 The teacher is willing to consult with other adults regarding the education and well-being of her/his students.
10.25 The teacher is willing to work with other professionals to improve the overall learning environment for students.

**Instructional Methods and Activities:** The instructional methods and activities of this class may include but not limited to lecture, observations, discussions, reading and written assignments, and presenters or discussants. The class will include traditional experiences and field experiences.

**Special Instructional Materials:** Special Instructional materials may include but not limited to early childhood journals.

**Performance Evaluation:**
1. Participation points (10 points each class) 140 points
2. IEP Development Project 50 points
3. Quizzes/Exams 150 points
   CRITICAL PERFORMANCE INDICATOR
   * Abstract 50 points
   * Log 50 points
   * Personal narrative 50 points
   * Power point 100 points
   * Presentation 50 points

GRADING SCALE
- 94--100 % A
- 87--93 % B
- 80--86 % C
- 70--79% D
- 69 % & below F
4. PORTFOLIO ENTRY (no point value)
Students are required to post a portfolio entry consisting of CPI Paper. Guidelines for this assignment will be posted.

**Course Policies & Procedures:**

1. **LATE WORK**
   In order to receive full point credit, assignments must be turned in on the specified due date. Assignments turned in after the deadline will have 10% deducted from the overall points of the assignment for each day it is late.

2. **ASSIGNMENT GUIDELINES / GRADING CRITERIA**
   Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement’s point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will earn good grades. Students should make sure to ask any questions they may have regarding the guidelines for a particular assignment.

3. **EXCUSES**
   Due to potential abuses of due dates and class participation requirements, allowable exemptions from late work and participation policies must be limited to the general categories of death, serious accident, and/or serious illness. Such circumstances will result in differential consideration of grading policies if they affect students, their immediate families, or both. Other excuses (such as those related to problems with technology; see policy 8 below) will not exempt students from the enforcement of late work and participation policies and should not be reported to the professor.

4. **SCHEDULED TESTS / EXAMS**
   Students must complete exams on the dates and at the times scheduled by the professor. Failure to do so will result in alternate testing. Alternate testing is at the discretion of the professor. Provisions for “making up” an exam may include, but are not limited to, writing an assignment on the content of the exam, taking an essay exam, or taking a timed, paper-and-pencil test without the benefit of book(s) and/or notes at a time selected by the professor.

5. **PLAGIARISM**
   To represent ideas or interpretations taken from another source as one’s own is plagiarism. The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59). Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a failing grade for the course.

6. **ACADEMIC DISHONESTY**
   Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of
another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a failing grade for the course.

7. INCLEMENT WEATHER
If the University remains officially open, this course will continue as scheduled. For information on closings due to bad weather, students should call the Western Information Line at (270) 745-4845. Whether the University is open or closed during bad weather (weather resulting in atypical conditions such as flooding, high winds, significant accumulation of snow and/or ice on roadways, etc.), students should use their own judgments in regard to their ability to safely travel under such conditions.

8. 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. In summary, students are responsible for resolving any personal technology difficulties. Note that working, compatible technology (hardware and software) are prerequisites to taking this course.

10. E-MAIL SUBJECT LINES
When sending email to the professor, always use the following subject line format. Student emails that do not have the following subject line may not be attended to right away. In the blank labeled “Subject” in each email you send, type “EXED 422” and your name. Also, if your email contains an assignment, include a descriptor of the assignment at the end of the subject line. For instance, if John Brown is emailing a question regarding one of the assignments, he would type the following in the email subject line: EXED 516, Brown, Assignment Question about Chapter 1

11. APA STYLE
All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). APA style will not be taught as a part of this course. Students are individually responsible for obtaining the publication manual 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 manual is on sale at the campus bookstore and is available online at the APA’s website (http://www.apa.org/books/4200060.html) and from other online booksellers such as Amazon and Barnes and Noble.
**Tentative Course Schedule**

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<td>Personal Narrative #2</td>
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FYI: * Other than the presentation sessions it is optional for you to meet with me, but I always enjoy visits from students, and it gives you opportunity to ask questions, clarify assignments, meet peers, etc., and hopefully feel good about the course in general.

**Student Disability Services:**
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**ADDITIONAL RESOURCES that may be helpful during the semester:**
*The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC-A330)*
Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major
undergraduate subjects and course levels throughout the week--we can also direct you to one of many tutoring and assistance Centers across campus . To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC’s website at www.wku.edu/tlc to find out more. TLC hours: M-Thur. 8am-9pm, Fri. 8am-4pm, Sat.-Closed, and Sundays 4pm-9pm.

*The staff of the **WKU ALIVE Center for Community Partnerships** (CCP) want to remind you of the services provided by the ALIVE CCP. As you may be aware, the Student Engagement Activities Transcript (SEAT) has been launched. The SEAT allows students to document their engagement activities as a part of an eventual student portfolio that can be presented to potential employers or graduate schools. Service-Learning Coordinator, Cheryl Kirby-Stokes, is available to speak to your classes regarding volunteer opportunities. In addition, Cheryl can now introduce students to the SEAT and provide them with basic information on how to enter activities. Thank you for your continued dedication to student and community engagement. We look forward to working with you! You can view our website at [www.alivebg.org](http://www.alivebg.org) Please feel free to contact any of the staff listed below:

- Paul Markham, Ph.D., Director - 270-782-0966 paul.markham@wku.edu
- Leah Ashwill, Community Engagement Coordinator, leah.ashwill@wku.edu 270-782-0812,
- Cheryl Kirby-Stokes, Service-Learning Coordinator, cheryl.kirby-stokes@wku.edu, 270-782-0653
- Aurelia Spaulding, Communications and Marketing Coordinator, aurelia.spaulding@wku.edu, 270-782-0082

*A Academic Advising & Retention Center - DUC A330, 745-5065

*Billing and Receivables – PH 208, 745-6381

*C Career Services Center - DUC A230, 745-3095

*C Counseling & Testing Center - PH 409, 745-3159

*H Housing & Residence Life - SW 18, 745-4359

*O Office of the Registrar - PH 2nd Floor, 745-3351

*P Parking & Transportation - 578 Campbell Lane, 745-2361

*S Student Financial Assistance - DUC A330, 745-6254
GRADE PERMISSION FORM FOR Spring Term 2009  
Jo Randolph, EXCEPTIONAL EDUCATION

CIRCLE THE COURSE IN WHICH YOU ARE ENROLLED

EXED 330-700    EXED 330-001    EXED 330-702    EXED 422-701

THIS PAGE SHOULD BE READ, ‘SIGNED’, DATED, AND SENT THROUGH ELECTRONIC or US POSTAL SERVICE or DELIVERED IN PERSON TO THE PROFESSOR. YOUR GRADES CANNOT BE DISCUSSED WITH YOU BY EMAIL OR PHONE IF THIS IS NOT ON FILE FOR YOU.

“Please read, sign, and date the following statement:

“You will be able to check your grades in your on-line grade book. You can ask me about grades via E-mail, but I am not allowed by law to reply in any detail using E-mail, unless I have your written signature. (This is to protect your privacy as E-mail is not a private form of communication).

Read, SELECT (check/’X’/initial) ONE, and sign (2 spaces)*:

___’I give my consent to the instructor to exchange information regarding my course grades with me via E-mail.’

OR

___’I prefer the following method for exchanging information about course grades (e.g., phone call, wait for registrar’s notice at end of term) _______________________________.’

*SIGNDD______________________________DATED________

ALSO*

*”Please read, sign, and date the following statement:

“I have a copy of the Course Syllabus for the course circled above and understand and accept its contents. I also understand that work in this course must be my work and all required assignments, projects, and tests must be completed to receive a passing grade for this course.”

*SIGNED______________________________DATED________