<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Inclusion, Collaboration, and Diversity in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix &amp; Number</strong></td>
<td>SPED 424</td>
</tr>
<tr>
<td><strong>Course Discipline</strong></td>
<td>Special Education</td>
</tr>
<tr>
<td><strong>Instructor’s Name</strong></td>
<td>E. Gail Kirby, Ed.D.</td>
</tr>
<tr>
<td><strong>Semester and Year</strong></td>
<td>XX</td>
</tr>
<tr>
<td><strong>Instructor’s Office</strong></td>
<td>GRH 1087</td>
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<tr>
<td></td>
<td>School of Teacher Education</td>
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<tr>
<td></td>
<td>Western Kentucky University</td>
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<td></td>
<td>1906 College Heights Blvd. #71030</td>
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<tr>
<td></td>
<td>Bowling Green, KY 42101</td>
</tr>
<tr>
<td><strong>Instructor’s Telephone Numbers</strong></td>
<td>WKU Office (270) 745-3746</td>
</tr>
<tr>
<td><strong>Instructor’s E-Mail Address</strong></td>
<td><a href="mailto:gail.kirby@wku.edu">gail.kirby@wku.edu</a></td>
</tr>
<tr>
<td></td>
<td>E-mail is the best way to contact me. Please put the course number &amp; your last name on the subject line. Unfortunately, without this information, your e-mail will be returned unread so that you can properly identify yourself and resubmit it. Allow 24 hours for responses during weekdays. Weekends are considered time off and email/phone calls may not be answered.</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>Office Hours - GRH 1087</td>
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<td>Best to make an appointment!</td>
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<td>Email: <a href="mailto:gail.kirby@wku.edu">gail.kirby@wku.edu</a></td>
</tr>
<tr>
<td><strong>Catalog Description</strong></td>
<td>Inclusion, Collaboration and Diversity in the Classroom (3)</td>
</tr>
<tr>
<td></td>
<td>Develops and enhances communication in the collaboration roles of key stakeholders working with at-risk, identified, and diverse students in the special education process. Field experience required. Candidates are responsible for their own transportation to assigned sites. Prerequisites: SPED 335 and admission to Professional Education or instructor approval.</td>
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<td>2.1</td>
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<td><strong>Rationale:</strong></td>
<td>The proposed course was developed as part of an extensive revision of the undergraduate program in special education (formerly exceptional education). Due to federal mandates, such as No Child Left Behind and the Individuals with Disabilities Education Act (2004), Kentucky students with mild 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 teacher candidates understand the interpersonal dynamics of this complex service delivery system. This</td>
</tr>
</tbody>
</table>
The proposed course will emphasize effective inclusion methods and co-teaching models that are currently demanded in programs for students with mild learning and behavior disorders (LBD).

### Required Text(s):


During the course of the semester, students will be asked to use additional resources found online, in research journals or texts. Additional textbooks may be required.

### Bibliography/Reference/Websites

**Bibliography:** Other sources of information students may want to explore


**Electronic:** Resources from these sites will be utilized in this course.

- Online library resource. [http://www.kyvl.org/](http://www.kyvl.org/)
- WKU Blackboard
- WKU Portal
- WKU’s Homepage [http://www.wku.edu/](http://www.wku.edu/)
- KY Core Academic Standards- accessed online
- Co-Teaching: [http://nichcy.org/schoolage/effective-practices/coteaching](http://nichcy.org/schoolage/effective-practices/coteaching)
- Collaborative Classrooms: [http://learningdisabilities.about.com/od/publicschoolprograms/p/collaboration.htm](http://learningdisabilities.about.com/od/publicschoolprograms/p/collaboration.htm)

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- Co-Teaching: [http://nichcy.org/schoolage/effective-practices/coteaching](http://nichcy.org/schoolage/effective-practices/coteaching)
- Collaborative Classrooms: [http://learningdisabilities.about.com/od/publicschoolprograms/p/collaboration.htm](http://learningdisabilities.about.com/od/publicschoolprograms/p/collaboration.htm)
### Instructional Methods and Activities
May include, but is not limited to- media presentations, performance tasks/projects, discussion board, lecture, group and individual activities, website reviews, writing projects, research, observations and journal reviews. Instructor retains the right to modify work assigned.

### Special Instructional Materials
Access to Blackboard and the Internet

### Course Objectives and outcomes
Course objectives are part of a comprehensive program to meet both **KY Teacher Standards** (2.2 & 4; 3.1, 2, 4 & 5; 8.1, 2 & 4; 4.2; 5.4 & 5; 6.3 & 5; 7.3; 9.0; & 10.1, 2& 3) and **Learned Society for Council for Exceptional Children** (1.1, 2.1, 4.3, 5.1, 6.3, 6.1-6, 7.1, 7.2-3). All course objectives must remain in place for all sections. Faculty may add to but not delete from this base list.

Learner Outcomes:
1. Observe and determine the contextual factors of an elementary classroom on the WKU Teacher Work Sample (TWS) format.
2. Outline skills to work collaboratively with other professionals
3. Develop a group lesson plan using research-based differentiated components for diverse learners
4. Complete documentation outlining planning, assessment and analysis of a collaborative project implementing tools and resources learned in this course
5. Recognize implementation of Council of Exceptional Children (CEC) standards and state academic standards as well as CEC, EPSB and KY ethics for teachers
6. Know the steps needed to develop a Professional Development Plan
7. Locate resources and materials to use in collaboration and inclusion settings
8. Examine cultural factors and select effective strategies to work with families and colleagues from diverse backgrounds.

### Topics covered in this course
**Course Topics** (some, but not all-inclusive of topics that may be covered during the term):
- The role of collaboration in the Response to Intervention (RTI) model
- Best practices for inclusion
- Documentation of collaboration as recorded in student progress documentation
- Diversity & Disability in the classroom (co-morbid presentation)
- Tools and methods for inclusion & collaboration
- Co-Teaching Models
- Differentiation instructional techniques
- Critical thinking to cue higher order thinking (Blooms, Armbruster)
- How to disagree in professional manner
- Language of report
- Conflict resolution
- Appropriate use of technology for communication, professional communication
- Documenting student progress in the inclusion class.
- How to work with Paraprofessionals for inclusion settings
- WKU Teacher Work Sample for inclusion settings
- Professional development process

**Assignments/ Point values:**

All assignments must have your name, date, class/section posted on them.
Assignments may include, but are not limited to:
- Projects
- Research
- Papers
- Field experience
- Tests

Additional activities may be assigned for clarity but points will not be added for the grade. The instructor retains the right to modify and adjust the assignments and schedule of activities.

**Standards Addressed in this course**

Kentucky's Teacher Standards for Preparation and Certification - Find full explanation of each standard at: [http://www.kyepsb.net/teacherprep/standards.asp](http://www.kyepsb.net/teacherprep/standards.asp)


Comparison of Council for Exceptional Children Standards and KY Teacher Standards:

<table>
<thead>
<tr>
<th>CEC 2013 Initial Standards</th>
<th>KY Teacher Standards</th>
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</thead>
<tbody>
<tr>
<td>1) Learner and Learning</td>
<td>2. Designs/Plans Instruction</td>
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<td></td>
<td>3. Learning Climate</td>
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<tr>
<td></td>
<td>4. Manages Instruction</td>
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<tr>
<td>2) Learning environments</td>
<td>2. Designs/Plans Instruction</td>
</tr>
<tr>
<td></td>
<td>3. Learning Climate</td>
</tr>
<tr>
<td></td>
<td>8. Collaboration</td>
</tr>
<tr>
<td>3) Curricular Content</td>
<td>1. Content Knowledge</td>
</tr>
<tr>
<td>4) Assessment</td>
<td>2. Designs/Plans Instruction</td>
</tr>
<tr>
<td></td>
<td>5. Assessment</td>
</tr>
<tr>
<td></td>
<td>7. Reflection</td>
</tr>
<tr>
<td>5) Instructional Planning and Strategies</td>
<td>1. Content Knowledge</td>
</tr>
<tr>
<td></td>
<td>2. Designs/Plans Instruction</td>
</tr>
<tr>
<td></td>
<td>4. Manages Instruction</td>
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<tr>
<td></td>
<td>6. Technology</td>
</tr>
<tr>
<td></td>
<td>8. Collaboration</td>
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<tr>
<td>6) Professional Learning and Ethics</td>
<td>3. Learning Climate</td>
</tr>
<tr>
<td></td>
<td>6. Technology</td>
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<tr>
<td></td>
<td>7. Reflection</td>
</tr>
<tr>
<td></td>
<td>9. Professional Development</td>
</tr>
<tr>
<td></td>
<td>10. Leadership</td>
</tr>
<tr>
<td>7) Collaboration</td>
<td>8. Collaboration</td>
</tr>
</tbody>
</table>

**KY Core Academic Standards (KCAS) are emphasized in this course through lesson plans and IEP goals**

**University/ Department policies**

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 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:
http://www.apastyle.org/elecref.html

### Discussion Board Postings (DBP)
When posting to the course discussion board, 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. 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, neither 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 *correctly* 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.

### Disabilities Accommodation Statement
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is: (270) 745-5004 for both voice and TDD users. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me.

### Field work
Admission to Teacher Education, a Criminal background check, TB test and a health screening are required prior to any work in the schools. Students are responsible for obtaining these through the office of Teacher Education –GRH 2052; (270) 745-4300. There is a fee, which may be paid through cash or check (Payable to KY STATE TREASURER). Contact http://www.wku.edu/teachservices/teacher_admissions/index.php for more information. If you have already completed these screenings for another course, such as EDU 250, you do not have to do it again for this course.

### Electronic Portfolio/ Critical Performance Indicator (CPI)
The CPI is a task created to demonstrate mastery of at least one Kentucky Teaching Standard. Each task can be viewed at WKU E-PASS portfolios [http://edtech2.wku.edu/portfolio/](http://edtech2.wku.edu/portfolio/). Special directions for this CPI will be delivered at the appropriate time in the course. All CPI’s must be successfully passed for student progress. Work must be posted on the E-PASS website or a grade of Incomplete will be received.

**Summary of this CPI is in two parts:**

1. During field placement, each student will select a group of students to be in a co-teaching lesson, will design the lesson with another teacher and chart the student progress analyzing the collaboration skills and the types if co-teaching employed in the endeavor.
2. Creates and presents a tri-fold document to share with general education personnel describing the format and benefits of one of these topics: IEP meeting roles; Co-teaching models; Effective Differentiation and Universal Design.
The CPI for this course covers KY Teaching Standards 8 & 10., CEC standards 7.1, 7.2, 2.0, 2.1, 5.0, 6.0, 6.4, 6.5, 6.6

Grading
Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. NO grade below C is accepted in the education program

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 –100</td>
<td>A</td>
</tr>
<tr>
<td>80 –92</td>
<td>B</td>
</tr>
<tr>
<td>70 –79</td>
<td>C</td>
</tr>
<tr>
<td>60 –69</td>
<td>D</td>
</tr>
<tr>
<td>Below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Plagiarism Policy
Click here to review WKU Plagiarism and Academic Integrity Policy and tutorial

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 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.

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 provider’s 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 PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

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 professor.
Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

### Course Policies

#### Assignments or student work
- Assignments become the property of the professor and may not be returned. Keep all work electronically and regularly back up all work.
- Online course are more difficult than face-to-face courses and the learner must be self-driven to schedule time to read, prepare and stay ahead of the due dates. Candidates should schedule at least six (6) hours a week to prepare and complete the work for a three-hour undergraduate course.
- Most assignments will have two allowable opportunities to submit on blackboard. THEREFORE, check it to make sure it opens, it is complete, and the final edited version was submitted. Two chances to post it does not negate the due date.

#### Attendance Policy
Timely participation and punctual assignments are mandatory components to successfully completing this course!

#### Due dates
Teaching is a profession that requires numerous due dates and strong time-management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. Major life crisis are always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due in class is due when the class begins. Work that is due at midnight is considered late at 12:01. Work may be submitted early.

#### E-Mail Communication
You are expected to check the course site and your email on a daily basis for class notifications/uploads. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your emails will not be an acceptable excuse for late assignments. All email will be sent to your WKU email address - whole class emails 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.
Teachers must be skilled at communication. Email is a form of communication that loses many of the vital components of quality communication and is subjective to interpretation. It is a format that is not appropriate airing conflicts, frustrations or to promote conflict resolution. Use proper thought in creating email communication.

(a) It is often difficult to correctly interpret the intended tone of an email message;
(b) It is often too easy to quickly zip off a rude email 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 in an email that they would never say in a face-to-face conversation; students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor.

In the case that inappropriate/disrespectful student email is received, the professor reserves the right to deduct points from the disposition grade and/or to meet with the student about proper choices.

Field Experience for this course:
SPED 424 is part of Block 1 which has a total of 70 field hours.

**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.

12-point font & double spaced is standard for APA format.