<table>
<thead>
<tr>
<th>Course Title</th>
<th>Introduction to Exceptional Education: Diversity in Learning</th>
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<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>SPED 518</td>
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<tr>
<td>Course Discipline</td>
<td>Special Education</td>
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<tr>
<td>Instructor’s Name</td>
<td>Christina Noel, Ph.D.</td>
</tr>
<tr>
<td>Semester and Year</td>
<td>Spring, 2015</td>
</tr>
</tbody>
</table>
| Instructor’s Office | 1081 GRH  
School of Teacher Education  
Western Kentucky University  
1906 College Heights Blvd. #71030  
Bowling Green, KY 42101 |
| Instructor’s Telephone Numbers |  
Cell phone: 615-498-8097  
Office: 270-745-4255 |
| Instructor’s E-Mail Address | Christina.noel@wku.edu |
| E-mail is the best way to contact me. Please put the course number, your last name and the assignment 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. |
| Office Hours | **Noel Office Hours Su 14**  
| M | T | W | H | F |
| 9:00-11:00 | 11:00-1:00 | 9:00-11:00 | 11:00-1:00 | 3 | 11:00-1:00 |
| It is best to make an appointment. Leave you name, phone number and course if you leave a message. SKYPE at Christina.noel@wku.edu and become a contact for digital meetings. |
| Catalog Description | Prerequisite: Minimum of 12 hours of graduate level course work in special education, and instructor permission. Issues in special education and classroom experiences to develop awareness and sensitivity to educational needs are reviewed. |
| Course Rationale | WKU special education faculty review graduates on an annual basis to keep abreast of needs in current classrooms. Classroom management, creating positive-learning environments, engaging students and being abreast of the latest legal ramification of management in public schools continue to be in the top five issues as reported by teachers, principals and superintendents. |
American Psychological Association (2009). *Publication manual of the American*
The following website will be utilized at no cost to you:

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

<table>
<thead>
<tr>
<th>Instructional Methods and Activities</th>
<th>Access to Blackboard and the Internet</th>
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<tr>
<th>Special Instructional Materials</th>
<th>Learning Outcomes for students</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>After participating in learning activities within the course, students will:</td>
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<tr>
<td>1.</td>
<td>1. demonstrate applied knowledge and understanding of the concepts and interrelationship of school wide positive behavior support (SWPB), assessment, response to intervention (RTI), evidenced-based practices and federal legislation and litigation related to students with behavioral problems (CEC 2, KY 3)</td>
</tr>
<tr>
<td>2.</td>
<td>2. define and apply (in a fluent manner) behavioral terminology used to observe/describe behavior, assess/graph behavior, plan/implement procedures, and make data-based decisions (CEC 3, KY 1)</td>
</tr>
<tr>
<td>3.</td>
<td>3. demonstrate applied knowledge and understanding of the principles, ethics and methods employed in the assessment, intervention and evaluation of student behavior (CEC 6, KY 5)</td>
</tr>
<tr>
<td>4.</td>
<td>4. describe how behavior functions, how environmental factors influence it, and how this knowledge is utilized to design interventions for problem behavior (CEC 5, KY 1)</td>
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<tr>
<td>5.</td>
<td>5. describe and design components of an effective classroom environment that utilizes classroom-wide universal interventions to reduce problem behaviors.</td>
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<tr>
<td>6.</td>
<td>6. describe and design teacher-, peer-, and self-mediated interventions to reduce disruptive behaviors (CEC 2, KY 3)</td>
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<tr>
<td>7.</td>
<td>7. describe students who engage in aggression, or self-injurious, or self-stimulatory behaviors and the related intensive strategies that will improve these behaviors via functional behavioral analysis (CEC 1, KY 5)</td>
</tr>
<tr>
<td>8.</td>
<td>8. describe behavior and/or symptoms of students having substance abuse and mental health disorders, interventions for improving outcomes for these students and strategies/treatment that facilitate generalization and maintenance of behavioral gains (CEC 7, KY 8)</td>
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*Council for Exceptional Children (CEC) Standards are used as the basis for state
### Topics covered in this course

**Course Topics (some, but not all-inclusive of topics that may be covered during the term):**

<table>
<thead>
<tr>
<th>Module 1: Foundations of Effective Behavior Management</th>
<th>Module 2: Assessment, Intervention and Evaluation</th>
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</thead>
<tbody>
<tr>
<td>School-Wide Positive Behavior Support (SWPBS)</td>
<td>Applied Behavior Analysis</td>
</tr>
<tr>
<td>Problem Behavior RTI</td>
<td>Ethics</td>
</tr>
<tr>
<td>Physical classroom arrangement</td>
<td>Legislation &amp; current issues</td>
</tr>
<tr>
<td>Classroom rules</td>
<td>Litigation and due process</td>
</tr>
<tr>
<td>Class procedures</td>
<td>Data-Based Decision Making</td>
</tr>
<tr>
<td>Defining and measuring behavior</td>
<td>Behavior Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>Types of Graphing and Charting</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3: Behavioral Interventions in the Classroom</th>
<th>Module 4: Behavioral Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom-Wide Positive Behavioral Supports</td>
<td>Social Skills Training</td>
</tr>
<tr>
<td>Functional Behavior Analysis (FBA)</td>
<td>Self-stimulatory</td>
</tr>
<tr>
<td>Disruptive behaviors strategies</td>
<td>Self-injurious behavior</td>
</tr>
<tr>
<td>Aggressive behavior strategies</td>
<td>Substance Abuse</td>
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<tr>
<td>Reinforcement</td>
<td>Psychiatric/Mental Health Disorders</td>
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<td></td>
<td>Maintenance</td>
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<td></td>
<td>Generalization</td>
</tr>
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<td></td>
<td>Family Involvement</td>
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</table>

Students majoring in Special Education must make a B or higher in this course in order to take the pre-block sequence. Students should review the Praxis II test topics for their certification area (either Principals for Learning and Teaching – PLT – or Exceptional Students Core Content) and maintain notes to prepare for your certification tests. 

http://www.ets.org/praxis/ky/requirements

### Bibliography/Reference/Websites

**References**


**Kentucky Teacher Standards** http://www.kyepsb.net/teacherprep/standards.asp


school and the community. Journal of Emotional and Behavioral Disorders, 8(3),
177-186.
recruited praise on problem behavior, academic engagement and work completion
Success Replication Initiative: Statewide Results of an Evaluation of the Program's
Sunday, April 15, 2007, from the Psychology and Behavioral Sciences Collection
database.
Western Kentucky University, College of Education and Behavior Sciences, School of
http://edtech2.wku.edu/portfolio/standard_detail.php?s_university=1&s_crs_nu
m=SPED-518&course_cp_index=523

Assignments / Point values:
All assignments must have your name, date, class/section posted on them. If I
print them out to grade while out of the office, they must be clearly marked.
Assignments and activities are presented on the Blackboard site including point values
Assignments are chosen from activities that vary in nature from answering direct
questions from the readings, writing reflective papers, commentaries on videos, reading
and reviewing research articles provided on special education topics, researching
specific disabilities and other activities that I might choose. Please feel free to ask
clarifying questions should you need to do so after reading the assignments. The
instructor retains the right to modify and adjust the assignments and schedule of
activities.

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 (Db)
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 *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.

### 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.

### Electronic Portfolio/ Critical Performance Indicator -CPI

**Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP)**

The CPI, the **FBA/BIP**, is the final examination. Because it is the CPI for EXED 518, the final grade for the course will not be released until the CPI has achieved the “acceptable:” rating, 3 or 4. See the prompt in Blackboard and the rubric in the electronic portfolio [http://edtech2.wku.edu/portfolio/](http://edtech2.wku.edu/portfolio/)

Students are reminded that they must submit work that is *specifically written for this course*.

Critical Performance website [http://edtech2.wku.edu/portfolio/](http://edtech2.wku.edu/portfolio/)

### Grading

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points.

- 93 –100 = A
- 86 –92 = B
- 77 –85 = C
- 76 –69 = D
- Below 68 = F

### Plagiarism Policy


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 events 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 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) is prerequisites to taking an online course. 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.

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**
Participation and punctual online assignments are mandatory components to successfully completing this course! Since work and participation have deadlines and cannot be made up, lack of attention to your work will severely affect your grade. At the earliest moment when you detect you are having trouble, contact me to talk about it. Also note the last day of dropping the class.

**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 at midnight is considered late at 12:01. Work may be submitted early.

**Field 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 [here](http://www.wku.edu/teacherservices/field_exp/)

This webpage will be updated when more resources or information becomes available.

**E-Mail Communication**
You are expected to check the course site and your email on a daily basis for class notifications/updates. 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 - I send 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 meet with the student about proper choices. *Allow the professor 24 hours to respond to your emails. Like you, there are days that I set aside for rest. Weekends are for work at my discretion. Make sure you do not wait until Saturday to ask me a question or you may not be able to reach me before the deadline. I will not be online most weekends.*

**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. WKU Writing Centers is very helpful.

**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.