Western Kentucky University

Special Education
School of Teacher Education

EXED 533
Seminar: Curriculum for Learning and Behavior Disorders
Prerequisites: SPED 516 & SPED 531

Instructor:
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Tuesday & Thursday 11:00-2:00

Virtual Office Hours
Tuesday & Thursday 4:00-5:00

Summer: By Appointment

Phone: 270.745.3746
E-mail is the best way to contact me. In order for me to identify that your email is urgent, you must put the course number and your name on the subject line.
533_YourName

Policy for Services for Students with Disabilities:
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. gail.kirby@wku.edu

Course Description:
Development, adaptation, and evaluation of curricula, methods, materials, and resources. Implementing and evaluating instructional programs for students with mild disabilities is stressed.
Course Rationale:
The term "curriculum" has acquired a variety of meanings and is often the basis of miscommunication among educators. Most commonly, curriculum is interpreted as a set of information regarding what an individual or population is to be taught. For the purposes of this course, curriculum represents scope (what is to be taught), sequence (when it is to be taught), and target population (grade level, disability, etc.). In the broadest sense, specific teaching methods are not a part of a curriculum guide since the scope and sequence should be the foundation that drives the selection of methodology by teachers. However, as a practitioner, the correlation between curriculum goals and teaching methods is of utmost importance.

KY Teacher Standards Addressed in this course:
Standard 1: The teacher demonstrates applied content knowledge.
Standard 7: The teacher reflects on and evaluates teaching and learning.
Standard 9: The teacher evaluates teaching and implements professional development.
Standard 10: The teacher provides leadership within school/community/profession.

Comparison of Council for Exceptional Content Standards and KY Teacher Standards

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<th>CEC Content Standards</th>
<th>KY Teacher Standards</th>
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<td>2. Development and Characteristics of Learners</td>
<td>1. Content Knowledge</td>
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<td>3. Individual Learning Differences</td>
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<td>5. Learning Environments and Social Interactions</td>
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<td>2. Designs/Plans Instruction</td>
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<td>3. Learning Climate</td>
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<td>6. Technology</td>
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For full explanation of each CEC standard, see the following link:
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/#Standards

**Required Texts:**
No textbook is required for this course – rather students will be expected to use several online resources. Students will need to have the necessary technology to access these resources, make necessary print versions and upload into Blackboard. Reference/resource books may be needed or added at the professor’s discretion – see BB for details.

**Bibliography/References/Websites:**
http://www.kde.state.ky.us/comm/commrel/cats/
http://www.kde.state.ky.us/otec/epsb/EdPrepIntern/default.asp
http://www.kde.state.ky.us/oapd/curric/Publications/Transformations/trans.html
http://www.kde.state.ky.us/oapd/curric/Publications/
http://www.kde.state.ky.us/osis/children/default.asp
http://www.cec.sped.org/

**Course Objectives:**
Upon completion of this course, students will provide evidence that they are proficient in KY Teacher Standards 3, 4, and 5 specific to Special Education.

**Statement of how KY Academic Expectations, Core Content, and Program of Studies are addressed within this course:**

| EXED 533 | Students are required to develop a four year or four subject curriculum map demonstrating knowledge of creating a positive learning climate which allows students with disabilities to access the general curriculum content of the AE, CC, and POS. |

**Special Instructional Materials:** Blackboard; Internet

**Critical Student Performance:** Curriculum Map - See Critical Performance Indicator information found on the College of Education and Behavior Sciences webpage and in Course Documents on Blackboard. The CPI indicated on the CEBS site will be further explained on Blackboard.

**Instructional Methods and Activities:**
Because this is an entirely online course, you are expected to be self-motivated and schedule your time wisely. This course will be set up in Modules. Each module will contain reading assignments, lecture notes, assignment instructions, discussion board questions and due dates. If you click on the button on the course site labeled “Modules” you will find all of the information you will need for each module. Please be aware that all materials may not be on the course site at the beginning of the semester and will be added as we go through the semester. You will have announcements posted that will tell you when new information has been added.

**Course Topics:**
Designing Curriculum
Aligning State Academic Standards and Local Curriculum Frameworks
Designing Interdisciplinary, Integrated Curricula
Assessing and Reporting Student Progress

**REQUIRED ASSIGNMENTS**
See the Assignments Calendar on BlackBoard.

**EXAMS**
You will have a final examination. Instructions for taking the exam will be posted on Blackboard one week before the due date. Due dates for the exam will be posted on the course site.

**Class Activities and Discussion Board**
Discussion Board participation is required and will be an invaluable resource for you as you complete this course. Each question will be posted with due dates, instructions for that particular DB. Students are to follow the directions for each question and respond according to the Discussion Board rubric.

**Discussion Board/Email Policies:**
Due to the facts 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 possible consequences of doing so; and
- c) people sometimes will communicate things electronically 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 communication in this course. In the event that inappropriate/disrespectful student communication is received by the professor or posted on the 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.

**Discussion Board Postings**
When posting to the course discussion board, students should:
(a) Maintain confidentiality regarding schools, school personnel, students, and students’ families:
(b) Avoid negative evaluations/comments regarding others both in and outside of the course:
(c) Maintain confidentiality regarding the posting 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 and will affect your grade.

That being said, please remember that what you post to the discussion board is public and your privacy cannot be guaranteed in this, or any other, online forum.

Below are the CEBS’ Expected Dispositions for Professional Educators. If you have adhered to all of these professional teaching dispositions throughout your participation in this course, you will receive 100 points at the end of the semester. Lack of participation, lack of preparation, lack of professional communication, not turning in assignments on time, etc. will deduct points from your 100 at the discretion of the professor.

Within your Blackboard Course site will be a Dispositions Rating Form with detailed explanations of each indicator listed below. All students are assessed on each of these dispositions through their participation, preparation, communication, personal integrity, valuing diversity, and collaboration throughout this course. Students should recognize that their professional behaviors are an important part of being a successful teacher and should conduct themselves in all aspects of this and other courses to meet these standards.

WKU’s College of Education & Behavioral Sciences
Professional Educator’s Expected Dispositions:
Students are rated on a 1-5 scale for each indicator with 1 being Below Standard and 5 being at Target:
   a. Values Learning: Attendance
   b. Values Learning: Class Participation
   c. Values Learning: Class Preparation
   d. Values Learning: Communication
   e. Values Personal Integrity: Emotional Control
   f. Values Personal Integrity: Ethical Behavior
   g. Values Diversity
   h. Values Collaboration
   i. Values Professionalism: Respect for school rules, policies, and norms
   j. Values Professionalism: Commitment to self-reflection and growth
   k. Values Professionalism: Professional Development and involvement
Grading and Evaluation

- Regular monitoring of blackboard is essential to your success in this course. The professor will make regular announcements and clarify instructions, provide additional resources, and remind you of due dates etc. through the Announcements Page and Email.
- Projects and assignments must be completed within the timelines specified on the syllabus. LATE is not acceptable and is subject to a penalty past the due date – no matter the reason. This is to be fair to those who have their assignments in at the proper time.
- Extra credit to improve low grades is not granted. The focus MUST be on the completion prior to the due date of the course requirements as stated in the syllabus.
- Each participant is required to complete all discussion boards and projects. All word processing documents MUST be typed double spaced WORD format and grammatically correct. Please don’t assume that spell check is accurate.
- Each participant is required to complete all assignments as posted on Blackboard.
- Rubrics for each assignment will be posted to the Blackboard course site the first week of class.

A = 740-800 (93-100%)
B = 636-739 (80-92%)
C = 556-645 (70-79%)
D = 476-555 (60-69%)
F = 475 pts or less (less than 60%)

Required Assignments and Point Values:

Please note: No student will receive an A if there are missing assignments. No exceptions. I have found that students will work to reach a 92.5% and then stop working in the course. If you do this, you will not receive a grade of A.

Also note that I do not round up at any point in the grading system unless you have earned a final grade of 92.5% with ALL assignments in and ON TIME.

A Grade of C or higher must be earned in this course in order to take subsequent exceptional education course work.

Course Schedule and Policies:

This course will be entirely online. All communication will be conducted through the internet, email, blackboard site, or by phone. All assignments will be turned in through the assignments portion of the blackboard course site. It should be understood that, 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. RELIABLE TECHNOLOGY (SOFTWARE AND HARDWARE) ARE PREREQUISITES TO TAKING AN ONLINE COURSE. THIS INCLUDES POWERPOINT SOFTWARE.

1. You must become familiar with using the blackboard course site. If you do not know how to use it or if this is your first online course, you must find someone to show you the ropes – it is not difficult and you can catch on very easily. I will not accept lack of knowledge about online courses as an excuse for late assignments. I will be happy to meet with you individually if you need help at the beginning of the semester to bring you up to speed – email me for an appointment.

2. You must have access to a reliable computer and internet connection. Be sure to have a backup plan in case your computer crashes or other technology problems occur. There are computer labs on campus and most public libraries also have computer and internet access. Again, I cannot accept technology problems as an excuse for late assignments. I understand that we all have technology glitches from time to time, so have a backup plan in place.

3. Save a hard copy of all assignments turned in through the Assignments portion of the course site. Always backup documents from your hard drive so that you will not have to redo an assignment completely if you have technology problems. Also, there may be times when I cannot open a document you sent me for various reasons and you may be asked to resend it in the event this happens – your grade will not be docked for this reason. Many of you will have new computers with updated software. Please be aware that there are compatibility problems with Windows 7 and Blackboard at times- you may need to contact the Help Desk to correct those issues if you are having problems with blackboard. Always read the announcements on the blackboard login page for new information about compatibility issues with blackboard. You can find the Compatibility Pack on the BlackBoard site.

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 issue gets successfully resolved.

Assignments will not be returned to you in most cases because of the large number of those enrolled in the course. When possible, I will send you comments about your assignments through the assignments feature comments box when I post your grades. I
will always be happy to discuss your grade with you by email (If I have your grade permission form) or by phone or in person.

- Please, do not procrastinate on assignments since you have the timeline well in advance. This is an effort to be fair to students who have their assignments at the proper time.
- Extra credit to improve grades will not be granted. Put your full efforts into completing the course requirements as presented.
- All papers must be typed, double-spaced and grammatically correct and use APA style for citing sources and references.

ACADEMIC DISHONESTY POLICIES: (Source: WKU Faculty Handbook, 17th ed., p. 54)

Plagiarism - To represent 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. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Cheating - No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Disposition of Offenses - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.

Other Types of Academic Dishonesty - Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Dean of Student Life for disciplinary action.

DR. KIRBY’S ACADEMIC DISHONESTY COURSE POLICY: STUDENTS FOUND TO BE IN VIOLATION OF THE ABOVE WKU POLICIES WILL RECEIVE AN AUTOMATIC FAILING GRADE FOR THE COURSE WITHOUT THE POSSIBILITY OF WITHDRAWAL.