



**COURSE SYLLABUS: FALL 2014**

**SPED 417 – 001**

**ASSESSMENT/CURRICULUM FOR MSD STUDENTS I**

*This syllabus was modified for fall 2014. Items and information such as textbooks required, topic order and assignments are subject to change each semester or during the semester when needed due to schedules and updating of information. Please do not work from a syllabus from a previous term.*

<b>COURSE TITLE:</b>	<b>ASSESSMENT/CURRICULUM FOR MSD STUDENTS I</b>
<b>COURSE PREFIX &amp; NUMBER:</b>	<b>SPED 417</b>
<b>COURSE MEETING TIMES &amp; PLACE:</b>	<b>M &amp; W 9:00-10:30</b> Occasionally, course will meet online instead of face to face Gary Ransdell Hall 1003
<b>COURSE DISCIPLINE:</b>	<b>SPECIAL EDUCATION</b>
<b>INSTRUCTOR'S NAME:</b>	<b>JANET L. APPLIN, PH.D.</b>  <b>ASSOCIATE DEAN FOR ACADEMIC PROGRAMS, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES</b>  <b>ASSOCIATE PROFESSOR, SPECIAL EDUCATION</b>
<b>INSTRUCTOR'S OFFICE:</b>	<b>GARY RANSDALL HALL OFFICE OF THE DEAN - #2045</b>
<b>INSTRUCTOR'S OFFICE PHONE:</b>	<b>270-745-4014</b>
<b>INSTRUCTOR'S EMAIL ADDRESS:</b>	<b><a href="mailto:JANET.APPLIN@WKU.EDU">JANET.APPLIN@WKU.EDU</a></b>

**INSTRUCTOR'S OFFICE HOURS:**

ON CAMPUS MON – FRI 8AM-4: 30PM  
I'M OFTEN IN MEETINGS AND  
OTHER COMMITMENTS SO IT IS  
BEST IF YOU MAKE AN  
APPOINTMENT, BUT I WILL  
ALWAYS SEE YOU IF I'M IN AND  
FREE.

**COURSE DESCRIPTION:** Characteristics, problems, and needs of individuals with moderate to severe disabilities. Curriculum and assessment models are evaluated and intervention strategies for both cognitive and social skills are designed. Field experiences in public schools and/or other appropriate settings are required in the companion course, SPED 416. Students are responsible for arranging their own transportation to designated sites.

**COURSE RATIONALE:** The goal of this course is to provide students training in the assessment and planning for instruction for students with moderate to severe disabilities.

**PREREQUISITES:** SPED 334

**COREQUISITES:** SPED 415, 416, 418, AND 431

**REQUIRED TEXTBOOK – NEW AS OF FALL 2013:**

SNELL – Instruction of Students with Severe  
Disabilities  
ISBN: 9780137075461

**OPTIONAL SUGGESTED RESOURCES:**

- MEMBERSHIP IN COUNCIL FOR EXCEPTIONAL CHILDREN
- DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES (DADD)
- DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPHMD)
- MEMBERSHIP IN TASH (FORMERLLY THE ASSOCIATION FOR SEVERE HANDICAPS)

**OPTIONAL SUGGESTED JOURNALS:**

- *EDUCATION AND TRAINING IN AUTISM AND DEVELOPMENTAL DISABILITIES,*
- *FOCUS ON AUTISM AND OTHER DEVELOPMENTAL, DISABILITIES,*
- *PHYSICAL DISABILITIES: EDUCATION AND RELATED SERVICES,*
- *TASH CONNECTIONS,*
- *RESEARCH AND PRACTICE FOR PERSONS WITH SEVERE DISABILITIES*

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will:

1. Understand philosophies of educating students with moderate and severe disabilities and develop a personal philosophy.
2. Demonstrate knowledge of the characteristics of students with moderate and severe disabilities.
3. Plan and implement lessons addressing the KY Teacher Standards for students with moderate and severe disabilities.
4. Demonstrate knowledge of using assessment to plan for and assess instruction for students with moderate and severe disabilities.
5. Demonstrate knowledge of strategies to teach students to acquire new skills and generalization and maintenance of skills.
6. Demonstrate knowledge of the history and trends in educating students with moderate and severe disabilities.
7. Demonstrate knowledge of appropriate teacher dispositions and professional code of ethics for teachers of students with disabilities.

**STUDENT DISABILITY SERVICES:**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must first contact Student Disability Services in Downing University Center A-200. The phone number is 270-745-5004. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from Student Disability Services.

**CRITICAL PERFORMANCE INDICATOR FOR THIS COURSE:**

**Access to the General Curriculum Project**

**Students are required to upload this assignment to the College of Education and Behavioral Sciences**

**Students must load this assignment to the blackboard site AND to the Electronic Portfolio System before their grades may be released.**

**INSTRUCTIONAL METHODS AND ACTIVITIES:** May include but are not limited to: lectures, demonstrations, discussion, reading, speaking, listening and writing assignments, field experiences, cooperative learning activities, and online instruction.

**COURSE TOPICS:**

**Characteristics of Students with MSD**

**Best Practices in Scheduling in the MSD Classroom**

**History and Trends in Educating Students with MSD**

**Culturally Responsive Teaching and Students with MSD**

**Assessment and Measurement strategies for instruction of students with MSD**

**Best Practice Instructional Strategies and Lesson Planning for students with MSD**

**Instruction in Inclusive Classrooms for students with MSD**

**Special Health Care Needs and Procedures**

**Peer Relationships**

**Academic Skills & Kentucky Core Academic Standards**

**Transition**

**KTIP Components for internship and student teaching placements in MSD settings**

*You will be given a course calendar at the first class meeting. Detailed instructions for all assignments will be provided in class.*

**GRADING/EVALUATION: INSTRUCTIONS FOR EACH ASSIGNMENT AND DUE DATES WILL BE GIVEN IN DETAIL IN CLASS:**

**Access to the General Curriculum Project (200 points)**

**Mid-Term Exam (100 points)**

**Final Exam (100 points)**

**Class Participation – these points will be earned through in class activities such as participating in class discussions, pop-quizzes, cooperative learning activities and assigned homework/online quizzes completed by a given deadline and cannot be made up if you are absent or miss the due dates (100 points)**

**Special Education Simplified (50 points)**

**Alternate Assessment Assignment (50 points)**

**Teaching Disposition/Professionalism (See CEBS Teacher Dispositions and CEC Code of Ethics) (50 points)**

**Total Points Possible: 700**

**Letter Grade/Value Range – *NOTE THAT THIS IS THE UNIFORM GRADING SCALE FOR ALL SPECIAL EDUCATION COURSES AT WKU:***

<b>A</b>	<b>93-100%</b>	<b>650-700 points</b>
<b>B</b>	<b>83-92.9%</b>	<b>580-649 points</b>
<b>C</b>	<b>75-82.9%</b>	<b>524-579 points</b>
<b>D</b>	<b>65-74.9%</b>	<b>454-523 points</b>
<b>F</b>	<b>Below 64.9%</b>	<b>Below 454 points</b>

**This course has a companion course, SPED 416, which requires field experience:**

The Kentucky Field Experience Tracking System (KFETS) is now ready for use. Students will be required to enter all field experiences into the EPSB portal website here <http://www.epsb.ky.gov/>

Students may begin entering fall semester experiences after the first week in September. Spring semester experiences can be entered after the first week in January.

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/](http://www.wku.edu/teacherservices/field_exp/) This webpage will be updated when more resources or information becomes available.

#### **COURSE POLICIES:**

##### **DISHONESTY:**

Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

**ACADEMIC INTEGRITY:**

The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

**ACADEMIC DISHONESTY:**

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 a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

**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.

**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 which is submitted for purposes of grade determination.

**OTHER TYPES OF ACADEMIC DISHONESTY:**

Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary action.

***What if a student plagiarizes or in some other way is academically dishonest?***

The Faculty Syllabus, or Handbook may permit a faculty member to fail a student on the assignment or the entire class. Cases of academic dishonesty may be referred to The Office of Judicial Affairs for review and additional action. It isn't obligatory for faculty to contact the student that they have referred to The Office of Judicial Affairs to start disciplinary proceedings. If a student appeals the decision, the Vice President of Student Affairs will review the appeal.

If the violation could result in removing the student from the University (the typical term is 1 year), then the University Disciplinary Committee meets with the student in a

conference setting. This committee adjudicates the more serious academic dishonesty cases.

<http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php>

#### DR. APPLIN'S ACADEMIC DISHONESTY POLICY FOR THIS COURSE:

Given that this is a senior course taken the semester prior to student teaching, Academic Dishonesty will not be tolerated. Professionalism, honesty, and academic integrity are expected in all matters related to this course including course assignments. There is no excuse for senior level students to be ill informed about academic dishonesty and definitions of plagiarism. If you are unclear about exactly what constitutes academic dishonesty, schedule an appointment with Dr. Applin at the beginning of the semester and she will be happy to assist you in understanding these policies. Acceptance of this syllabus without scheduling an appointment to discuss academic dishonesty is verification that you understand academic dishonesty definitions and consequences of breaking these policies. Should you be caught violating any university academic dishonesty policy during this course, Dr. Applin reserves the right to fail you for the course and report you to the Office of Judicial Affairs.

### **APPENDIX OF STANDARDS ADDRESSED IN SPED 417**

**ALL KENTUCKY TEACHER STANDARDS WILL BE ADDRESSED IN RELATION TO TEACHING STUDENTS WITH MODERATE TO SEVERE DISABILITIES IN THIS COURSE WITH PARTICULAR EMPHASIS ON STANDARDS 1, 2, 8, AND 10.**

#### **STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes and knowledge
- 1.2 Connects content to life experiences of students
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
- 1.4 Guides students to understand content from various perspectives
- 1.5 Identifies and addresses students' misconceptions of content

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1 Develops significant objectives aligned with standards
- 2.2 Uses contextual data to design instruction relevant to students
- 2.3 Plans assessments to guide instruction and measure learning objectives
- 2.4 Plans instructional strategies and activities that address learning objectives for all students
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations
- 3.2 Establishes a positive learning environment
- 3.3 Values and supports student diversity and addresses individual needs
- 3.4 Fosters mutual respect between teacher and students and among students
- 3.5 Provides a safe environment for learning

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
- 4.2 Implements instruction based on diverse student needs and assessment data
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments
- 5.2 Uses formative assessments
- 5.3 Uses summative assessments
- 5.4 Describes, analyzes, and evaluates student performance data
- 5.5 Communicates learning results to students and parents
- 5.6 Allows opportunity for student self-assessment



**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction
- 6.2 Uses available technology to implement instruction that facilitates student learning
- 6.3 Integrates student use of available technology into instruction
- 6.4 Uses available technology to assess and communicate student learning
- 6.5 Demonstrates ethical and legal use of technology

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect on and evaluate student learning
- 7.2 Uses data to reflect on and evaluate instructional practice
- 7.3 Uses data to reflect on and identify areas for professional growth

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
- 8.3 Implements planned activities that enhance student learning and engage all parties
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts

**STANDARDS 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
- 9.3 Designs a professional growth plan that addresses identified priorities
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
- 10.2 Develops a plan for engaging in leadership activities
- 10.3 Implements a plan for engaging in leadership activities
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES REQUIRED TEACHING DISPOSITIONS REQUIRED IN THIS COURSE AND ALL TEACHER EDUCATION COURSES:**

**LEVEL 1: DISPOSITIONS ADDRESSED PRIOR TO PROGRAM ADMISSION AND THROUGHOUT SENIOR YEAR**

- 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

**LEVEL 2: DISPOSITIONS ASSESSED ALONG WITH LEVEL 1 DISPOSITIONS AFTER PROGRAM ADMISSION:**

- 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 RESPONSIBILITY

**Council for Exceptional Children Special Education Professional Ethical Principles are expected from all students in this course.**

[http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc\\_lang=en](http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en)

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.

- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

**COUNCIL FOR EXCEPTIONAL CHILDREN INITIAL LEVEL SPECIAL EDUCATOR PREPARATION STANDARDS ADDRESSED IN THIS COURSE AND EXPECTED OF ALL GRADUATES OF THE SPECIAL EDUCATION PROGRAMS AT WKU.**

**LEARNER AND LEARNING:**

- 1. Learner Development and Individual Learning Differences
- 2. Learning Environments

**CONTENT KNOWLEDGE AND PROFESSIONAL FOUNDATIONS:**

- 3. Curricular Content Knowledge

**INSTRUCTIONAL PEDAGOGY:**

- 4. Assessment
- 5. Instructional Planning and Strategies

**PROFESSIONALISM AND COLLABORATION:**

- 6. Professional Learning and Practice
- 7. Collaboration

See [www.cec.sped.org](http://www.cec.sped.org) for full explanation of each CEC standard expected of new special education teachers.

