

Western Kentucky University
Course Syllabus: FALL 2008

EXED 418

Advanced Prescriptive Teaching

****This syllabus was modified for Fall 2008.***

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 etc. Please do not work from a syllabus from a previous semester.

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| Course Title: | Assessment /Curriculum for MSD Students II |
| Course Prefix and Number: | EXED 418 |
| Meeting Time & Place: | Web Course |
| Course Discipline: | Exceptional Education |
| Instructor's Name: | Janet L. Applin. Ph.D. |
| Instructor's Office Number: | Tate Page Hall 360 |
| Instructor's Telephone Number: | (270) 745-6105 |
| Instructor's Email Address: | janet.applin@wku.edu |
| Instructor's Office Hours: | As posted/by appointment |

Course Description:

Beginning with a foundation of the current legal requirements in providing a free and appropriate public education to students with moderate and severe disabilities, this course offers an awareness of topics associated with person centered planning. Topics include collaborating with related service personnel in routine/emergency medical procedures, physical management and handling, postural/motor dysfunction, recreation, life skills, transition programming and modifications for individuals with language/vision/hearing impairments.

Course Rationale:

This course is designed to provide teachers of children with low incidence disabilities an array of instructional managerial methods/strategies that reflect current best practices. Teachers trained to teach students with low incidence (moderate to severe) disabilities should be prepared for the complexity of student needs. Due to medical advances, there is an increase of students who have not only cognitive disabilities but accompanying sensory, physical, and health needs.

The adaptation of the learning environment through person-centered planning and providing access to the general curriculum is emphasized. Kentucky Teacher Standards

are addressed in this course, in particular Standards 3, 8, and 10 in relation to students with low incidence disabilities.

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.

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.

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.

. For a full explanation of KY Teacher Standards see the EPSB Website:

<http://www.kyepsb.net/>

Students in EXED 418 are also expected to develop teacher dispositions and professional ethics as outlined by the College of Education and Behavioral Sciences and the Council for Exceptional Children (www.cec.sped.org).

College of Education and Behavioral Sciences Required Teacher Dispositions Addressed:

Level 1: Dispositions assessed prior to program admission:

- 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 development and involvement
- l. Values professionalism: Professional Responsibility

Prerequisites: EXED 334

Co-Requisites: EXED 415, 416, 417, and 431

Required Texts:

Yell, M.L. (2006). *The Law and Special Education*. Pearson Education Inc. Upper Saddle River, New Jersey (ISBN 0-13-110670-8)

Special Instructional Materials:

Blackboard Course Site

Access to Reliable Internet Connection

Course Objectives:

Upon completion of this course, students will provide evidence that they are proficient in KY Teacher Standards 3, 8, and 10 specific to Special Education.

Students will:

- Gain an awareness of the legal developments in special education, in particular those parts of the law that affect students with moderate/severe disabilities.
- Understand the current legal requirements in providing a free and appropriate public education.
- Identify and discuss critical philosophical issues related to teaching students with moderate and severe disabilities.
- Collaborate with related service providers in the delivery of specially designed instruction and related services.
- Assist with supports that will allow this population to become more independent.

Critical Student Performance:

The Demonstration/Case Study is the Critical Performance for this course. The Case Study is worth a total of 200 points. Information about details of this assignment will be posted on the Blackboard Course Site.

Grades will not be released until your Critical Student Performance is posted on the Electronic Portfolio System (EPS). ALL STUDENTS ARE REQUIRED TO UPLOAD THEIR CRITICAL PERFORMANCES TO THE ELECTRONIC PORTFOLIO AS OF SPRING 2008.

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, quiz instructions 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 Modules will cover the following topics:

- I. Special Education Legal Issues
- II. Collaborating with Related Service Providers
- III. Medical Considerations in the Classroom

REQUIRED ASSIGNMENTS

All Students in the Course will be required to provide evidence of proficiency in each of the following areas:

- Knowledge of Special Education legal issues in relation to serving students with moderate/severe disabilities.
- Knowledge of Related Service Providers roles and responsibilities in relation to the teacher.
- Knowledge of classroom medical issues and procedures typical in a classroom serving students with moderate and severe disabilities.

Module I Assignments:

- I. Assigned Readings from Required Texts as Posted on Course Blackboard Site Course Module Buttons
- II. Weekly Discussion Board Participation (See Instructions on Course Site)
- III. Online Quizzes over the Yell text on a weekly basis.
- IV. Phase I of your Critical Performance Indicator (See Instructions and due dates on Course Site) will be turned in for a grade.

Module II Assignments:

- I. Assigned Readings from Required Texts and Lecture Notes as Posted on Course Blackboard Site Course Module Buttons
- II. Weekly Discussion Board Participation (See Instructions on Course Site)
- III. Online Quizzes over assigned readings posted on the course site on a weekly basis.
- IV. Phase II of your Critical Performance Indicator will be turned in for a grade (See Instructions and due dates on Course Site).

Module III Assignments:

- I. Assigned Readings from Required Texts and Lecture Notes as Posted on Course Blackboard Site Course Module Buttons
- II. Weekly Discussion Board Participation (See Instructions on Course Site)
- III. Online Quizzes over assigned readings posted on the course site on a weekly basis.
- IV. Final Draft of your Critical Performance Indicator will be turned in a for a grade.

EXAMS

You will have two examinations, a midterm and a final. Your exams will cover material from the Yell text, Assigned Readings, and Lecture Notes. Exams may be multiple choice, essay questions, short answer, and/or a combination of all types of questions. Instructions for taking each exam will be posted on Blackboard one week before the due date. Due dates of the exams are October 15 (midterm) and December 10 (final).

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.

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 of 10% for each day the assignment is past the due date. 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 the Demonstration Case Study Project.
- ❖ Each participant is expected to complete the examinations given during the course sequence covering all class content.
- ❖ Rubrics for each assignment will be posted to the Blackboard course site the first week of class.

Final Course Grade is based upon the Following:

- **See course calendar for Due Dates for All Assignments**
- Demonstration Case Study – 200 Points
- On Line Quizzes - 10 at 20 points each - 200 Points
- Midterm and Final Exams – 100 POINTS EACH FOR A TOTAL OF 200 Points
- Discussion Board Participation - 10 at 10 points each - 100 Points
- Total Points Possible – 700

A = 648 - 700 (93-100%)

B = 557 - 647 (80-92%)

C = 487 - 556 (70-79%)

D = 423 - 486 (60-69%)

F = 423 pts or less (less than 60%)

These grades are based upon whole percentage points. If you are in between percentages (.5 and above), but have participated fully and had all assignments in on time, your grade will be bumped up to the next percentage point. For example, if you have 92.5%, you would be bumped up to an A. Accordingly, if you are in between but have not participated fully or have turned in assignments late, your grade will stay at the lower percentage point.

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. There will be no ITV meetings. 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.**
- 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 Windows Vista and/or Microsoft Office 2007. Please be aware that there are compatibility problems with Windows Vista and Blackboard at times- you may need to contact the Help Desk to correct those issues if you are having problems with blackboard.**

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.

- *Please, do not procrastinate on assignments since you have the timeline well in advance. Your grade will be docked by 10% for each day an assignment is late. 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.*

Plagiarism Policy:

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. (Source: WKU Faculty Handbook, 16th ed., p. 59)

SEE THE PLAGIARISM ABATEMENT AND FAQ UNDER COURSE DOCUMENTS FOR MORE INFO

Student Disability Services

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for 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 the Office for Student Disability Services.

EXED 418
Dr. Applin
Fall 2008