EXED 531 ADVANCED PRESCRIPTIVE TEACHING (3 HRS.)

Western Kentucky University
Course Syllabus: FALL 2008

EXED 531
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.

Course Title: Advanced Prescriptive Teaching
Course Prefix and Number: EXED 531
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:
This course focuses on adapting the learning environment to the learner. The identification and modification of various specialized learning environments are examined.

Course Rationale:
This course is designed to provide teachers of children with high incidence disabilities an array of instructional managerial methods/strategies that reflect current best practices. The adaptation of the learning environment, particularly in the regular education setting, is emphasized. Kentucky Teacher Standards are addressed in this course, in particular Standards 3, 4, and 5. For a full explanation of KY Teacher Standards see the EPSB Website: http://www.kyepsb.net/

KY Teacher Standards Addressed in this course:
Standard 3 – Teacher Creates and Maintains Learning Environment
Standard 4 – Teacher Implements and Manages Instruction
Standard 5 – Teacher Assesses and Communicates Learning Results
Prerequisites: Admission to Graduate Program

Required Texts:


ALL OF THE ABOVE TEXTS ARE REQUIRED AND WILL BE USED IN THIS CLASS and also in EXED 533. YOUR MIDTERM AND FINAL EXAMS WILL BE ONLINE OVER THE INFORMATION CONTAINED IN THE HAAGER & KLINGNER AND TILESTON TEXTS AND THE OTHER TEXTS WILL BE USED FOR YOUR VIDEO TAPED RESEARCH BASED LESSON PLAN PROJECT.

Special Instructional Materials:
Blackboard
You will be required to video yourself teaching a lesson to students with disabilities, preferably in an inclusive setting, for this course. You will need to obtain access to a DVD video camera, video yourself teaching, and send the video to the professor via the blackboard course site Assignments feature as a WINDOWS MEDIA FILE, OR through U.S. mail. Please plan ahead for this assignment. Video cameras are available for check out from the university if you don't have access to one in your community.

What if you are not currently teaching in your own classroom?
If you are not currently teaching in your own classroom, you will need to have regular access to a classroom to video tape yourself teaching a lesson. The classroom must include students with disabilities. In the past, students have volunteered in the classrooms of teachers they know or are friends with or have contacted principals and asked permission to volunteer in a classroom within their districts. Be aware that most school districts require school volunteers to submit to a criminal background check and/or go through district volunteer training. There is a memo posted on the course site verifying your need to complete a lesson within a classroom for this course. DO NOT WAIT UNTIL IT IS TOO LATE TO ESTABLISH YOURSELF AS A VOLUNTEER ETC. IF YOU NEED TO ACCESS A CLASSROOM FOR THIS PROJECT.

WKU does not place students in a classroom for this course - you are responsible for getting that access and acquiring all of the required criminal checks and volunteer status etc.
**Differentiation:**
Students enrolled in this course have a variety of backgrounds. Some of you will be veteran teachers with one or more years of experience in education and some will be just beginning their careers in education and may have never taught in their own classrooms. To model the concept of differentiation and as a means to address the varied needs of students in this course, assignments will be differentiated according to students’ level of experience and current teaching situation. All students will be required to demonstrate proficiency at lesson planning, writing IEPs, and implementing a research based lesson. At what level you will complete these assignments will depend upon your current experience in special education. For the discussion boards, inexperienced teachers will be partnered with experienced teachers and it is desired that a mentor relationship be developed throughout the discussion board assignments. This is a new way to use the discussion board and I am hoping that it will be more beneficial than just answering assigned questions.

**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.

KY Experienced Teacher Standards Addressed in this course:

**Standard 3 - Designs/Plans Instruction:**
1. Students will design and plan lessons for inclusive classrooms based upon the KTIP Lesson Plan format or an alternative format approved by the professor.
2. Students will write Individual Education Plans for students with disabilities.

**Standard 4 - Creates/Maintains Learning Environment:**
1. Students will demonstrate understanding of and utilization of information from contextual factors, classroom climate, and behavioral issues within their written lesson plans and in the video taped lesson.

**Standard 5 - Implements/Manages Instruction:**
1. Students will demonstrate implementing and managing instruction with students with disabilities through a video taped lesson.

**Critical Student Performance:** Lesson Plan utilized for Video Teaching Strategy - You will be required to upload the lesson plan from your Video Lesson to the Electronic Portfolio System on the CEBS website. Instructions for doing this will be posted on the 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 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. Inclusive Classrooms and Characteristics of Students with High Incidence Disabilities  
II. Best Practice Instructional Approaches/Strategies  
III. Strategies specific to Reading, Writing, and Math in inclusive settings  
IV. Adaptations and Accommodations for Students with Disabilities

**REQUIRED ASSIGNMENTS**

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

- Knowledge of Inclusive Service Delivery Models and Instructional Approaches  
- Developing Quality and Useful IEPs  
- Developing and Implementing Research Based Lesson Plans Based Upon Best Practices in Special Education  
- Providing Evidence through a Video Taped Lesson of proficiency in Implementing and Managing Instruction

Assignment Due Dates will be staggered based upon student experience and current teaching assignments. Those who are currently teaching in a classroom will be required to submit the Lesson Plan and Video near the midpoint of the semester - Approximately October 20. Those who are not currently teaching will be required to submit the lesson plan and video by December 1, 2008.

**Module I Assignments:**

I. Assigned Readings from Required Texts as Posted on Course Blackboard Site  
II. Weekly Discussion Board Participation (See Instructions on Course Site)

III. Inclusive Classrooms CASE STUDY OR RESEARCH PAPER:  
**Experienced Teachers who are currently teaching** will create a CASE STUDY of their school's inclusive service delivery model including description of the school; demographics of the school; types of students with disabilities served; collaborative models utilized. This Case Study will be 10 pages in length and should include five
sections: 1. School Contextual Information; 2. Descriptions of Students with Disabilities Served (maintain confidentiality - no names or identifying information should be used); 3. Description of Settings in which students are served (collaborative, pull-out, resource, self-contained etc.); 4. Management of programs including responsible parties for writing IEPs, scheduling meetings, scheduling re-evaluations, etc.; 5. Strengths and Weaknesses of the programs described and areas for improvement. This Case Study should follow APA Style writing guidelines and utilize references such as your textbook for information on quality inclusive programs.

**Students New to Teaching** will create a 10 page RESEARCH PAPER defining inclusion and the differences between full and partial inclusion; research based models of collaboration and inclusion; characteristics of students served in the different types of settings; and summarizing what quality inclusive services should include. This Research Paper should follow APA Style writing guidelines and utilize references, such as your textbook and journal articles, for information on quality inclusive programs.

*Rubric and supplemental materials to assist you in completing this assignment will be available on the course site.*

DUE DATE FOR MODULE I CASE STUDY/RESEARCH PAPER IS SEPTEMBER 19, 2008. THE PROJECT WILL BE TURNED IN THROUGH THE ASSIGNMENTS FEATURE OF THE COURSE SITE AND SHOULD BE SUBMITTED AS A WORD DOCUMENT ATTACHMENT.

**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. IEP PROJECT

**Experienced Teachers Currently Teaching** will write an IEP for a specified student. Students will be provided descriptions of children at different grade levels with disabilities. Students are to use the information provided and develop a quality IEP from the description that matches the grade level in which they teach. Students will turn in the completed IEP AND a one-page reflection of the process and rationale for decisions made within the IEP.

**Students New to Teaching** will evaluate completed IEPs that are inadequately developed and revise the IEPs to meet a high quality standard. Students will turn in the revised IEP AND a one-page reflection of what was inadequate, why, and what revisions were made.

*Rubric and supplemental materials to assist you in completing this assignment will be available on the course site.*

DUE DATE FOR MODULE II IEP PROJECT IS OCTOBER 6, 2008. THE PROJECT WILL BE TURNED IN THROUGH THE ASSIGNMENTS FEATURE OF THE
Module III & IV 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. VIDEO TAPE RESEARCH BASED LESSON PLAN PROJECT
For this assignment, students will WRITE ONE LESSON PLAN (KTIP format OR OTHER APPROVED FORMAT) using a research based learning strategy from one of your required texts for the course. You will then VIDEO TAPE YOURSELF (MINI DVD'S PREFERRED) teaching the lesson in an actual classroom serving students with disabilities and submit the tape on DVD to the professor by mail or to the Assignments feature of the course site as a Windows Media File (wmv). In addition, you are to EVALUATE YOURSELF by watching the DVD of yourself and completing the KTIP Self-Assessment form. This is the same form that will be used to evaluate you during your KTIP year of teaching.
- KTIP Self Assessment Form may be found at: http://edtech.wku.edu/ktip/index.htm
- Written lesson plan – reflection component must be detailed and contain specific examples.

Rubric and supplemental materials to assist you in completing this assignment will be available on the course site.

IT IS PREFERRED THAT YOUR VIDEO BE ON A DVD FORMAT. IF YOU DON'T HAVE A CAMERA THAT TAPES WITH A DVD, CONTACT ACADEMIC TECHNOLOGY ON CAMPUS TO CHECK ONE OUT. AS AN ALTERNATIVE TO MAILING THE DVD, YOU MAY SAVE THE DVD TO YOUR COMPUTER AND SEND IT VIA THE ASSIGNMENT FEATURE OF THE COURSE SITE AS A WINDOWS MEDIA FILE (wmv). - NOTE - MANY IN THE PAST HAVE HAD PROBLEMS WITH FILE SIZE AND GETTING THE ASSIGNMENTS FEATURE TO LOAD THE VIDEO. IF YOU ARE TECH SAVVY AND CAN DO THIS I WOULD LIKE YOU TO TRY.

DUE DATE FOR MODULE III & IV VIDEO TAPE RESEARCH BASED LESSON PLAN PROJECT:
Experienced Teachers Currently Teaching - October 20, 2008 OR EARLIER
Students New to Teaching - December 1, 2008 OR EARLIER

THE PROJECT MAY BE TURNED IN THROUGH THE ASSIGNMENTS FEATURE OF THE COURSE SITE AND SHOULD BE SUBMITTED AS A WINDOWS MEDIA FILE (wmv.)ATTACHMENT OR MAILED TO DR. APPLIN THROUGH THE US POST OFFICE. IF MAILED, THE PACKAGE SHOULD BE POSTMARKED BY THE DUE DATE - NO LATER. MAILING ADDRESS:
Dr. Janet L. Applin
WKU - Special Instructional Programs
1906 College Heights Blvd. #71030
Bowling Green, KY 42101

EXAMS
You will have two examinations, a midterm and a final. Your exams will cover material from the Haager/Klingner text and the Tileston book and will be multiple choice and completed online. 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 IEP Project.

Each participant is required to complete the VIDEO TAPED RESEARCH BASED LESSON PLAN PROJECT and KTIP evaluation/reflection component of the course.

Each participant is expected to complete the examinations given during the course sequence covering all class content.

Each participant is expected to submit their VIDEO TAPED RESEARCH BASED LESSON PLAN - Lesson Plan only - to the Electronic Portfolio System.

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
- Case Study/Research Paper – 100 Points
- IEP Project - 100 Points
- Midterm and Final Exams – 100 POINTS EACH FOR A TOTAL OF 200 Points
- VIDEO TAPED RESEARCH BASED LESSON PLAN PROJECT – 200 Points
- Discussion Boards (10 @ 10 points per board) – 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, except the DVD tape of your teaching lesson will be turned in through the assignments portion of the blackboard course site. 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.

**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.

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. 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.