Western Kentucky University
Course Syllabus: Spring 2008
EXED 332

*This syllabus was modified for spring 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.

Course Title: Intervention Strategies for Students with Mild Disabilities

Course Prefix and Number: EXED 332

Course Discipline: Exceptional Education

Instructor: Janet L. Applin, Ph.D.

Semester and Year: Spring 2006

Instructor’s Office Address: Janet L. Applin, Ph.D.
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Western Kentucky University
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Instructor’s Telephone Number: (270) 74506105 (Tate Page Hall #360)

Instructor’s Email: janet.applin@wku.edu – This is the best way to reach me for a quick response.

Instructor’s Office Hours: As posted and by appointment

Course Description:
Lesson planning and teacher-directed and student-mediated instructional strategies for students with mild/moderate disabilities.
Field experience in public schools and/or other appropriate settings away from campus required for concurrent course EXED 334. Students are responsible for arranging their own transportation to designated or assigned sites.

Course Rationale:
Students preparing to teach individuals with mild disabilities in collaborative or resource settings need expertise in identification, modification, and implementation of instructional strategies. In addition, students also need training in a variety of strategies appropriate to the varied learning modalities of students with mild disabilities.

Prerequisites: EXED 331, 333, 432
Co requisites: EXED 334, 422, 430, 433

Text: THIS IS A NEW TEXT BOOK FOR SPRING 2008
Course Objectives and Outcomes:
The goals of this course are to provide students expertise in delivering instruction to children and youth with high-incidence, or mild disabilities. The course objectives align with performance standards from the Kentucky Teacher Standards for Preparation and Certification; The Council for Exceptional Children; and the WKU College of Education’s expected Teacher Dispositions. See below:

OBJECTIVES:
1. Describe educational characteristics of students with mild/moderate disabilities and teacher behaviors and/or instructional modifications that can assist students in improving attention, memory, cognition, and motivation.
2. Demonstrate understanding of laws that impact special education.
3. Discuss skills needed to effectively collaborate in educational environments.
4. Demonstrate understanding of planning and organizing a classroom and instruction.
5. Demonstrate understanding of assessing students for instruction.
6. Describe teacher behaviors that can increase active participation by students.
8. Write effective teacher-directed (KTIP) lesson plans.
9. Recognize examples of student-mediated strategies and how they can best be included in teacher-directed lessons.
10. Demonstrate an understanding of how to teach learning strategies and academic skills.
11. Describe how teachers can differentiate instruction and make classroom accommodations for students with disabilities.
12. Demonstrate how to incorporate learning strategies in reading, math, and content area instruction.

STANDARDS ADDRESSED:
Kentucky’s Teacher Standards for Preparation and Certification – Find full explanations of each standard at:

Initial-Level Performance in
Standard 1: The teacher demonstrates applied content knowledge.
Standard 2: The teacher designs and plans instruction.
Standard 3: The teacher communicates and maintains learning climate.
Standard 4: The teacher implements and manages instruction.
Standard 5: The teacher assesses and communicates learning results.
Standard 6: The teacher demonstrates the implementation of technology.
Standard 7: Reflects on and evaluates teaching and learning.
Standard 8: Collaborates with Colleagues/Parents/Others.
Standard 9: Evaluates teaching and implements professional development.
Standard 10: Provides leadership within school/community/profession.
WKU’s College of Education & Behavioral Sciences
Professional Educator’s Expected Dispositions:

<table>
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<tr>
<th>The Educational Professional Demonstrates the Following…</th>
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<tbody>
<tr>
<td>1. Values learning as evidenced by:</td>
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<tr>
<td>Attendance</td>
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<td>Class Participation</td>
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<tr>
<td>Class Preparation</td>
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<tr>
<td>Communication</td>
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<td>2. Values Personal Integrity as evidenced by:</td>
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<td>Emotional Control</td>
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<tr>
<td>Ethical Behavior</td>
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<td>3. Values Diversity</td>
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<td>4. Values Collaboration</td>
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<td>5. Values Professionalism as evidenced by:</td>
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<td>Respect for school rules, policies, and norms</td>
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<td>Commitment to self-reflection and growth</td>
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<td>Professional Development and involvement</td>
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<td>Professional Responsibility</td>
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COUNCIL FOR EXCEPTIONAL CHILDREN’S STANDARDS
See Red Book you will be required to download and print for class.

Instructional Methods and Activities:
May include but are not limited to: lectures, demonstrations, discussion, reading or written assignments, class participation activities, and field experiences.

Special Instructional Materials:
Blackboard

Course Topics:
- Educational Characteristics of students with mild/moderate disabilities.
- Special Education Laws
- Collaboration Skills
- Planning and Organizing Instruction
- Assessment of Students
- Best Practice Teacher Behaviors
- IEP Objectives and Lesson Planning
- Best Practice Teaching Strategies
- Differentiation of Instruction
- Teaching Reading, Math and other Content Areas
Course Requirements

Grading/Evaluation: A Course Calendar will be given out the first day of class with topics and assignment due dates. Detailed instructions for each required assignment will be provided in class.

- Formal KTIP Lesson Plan-------------------------50 Points
- Complete IEP from Simulated Case Study Student---100 Points
- Modified Teacher Work Sample-------------------200 Points
- Midterm Exam------------------------------------100 Points
- Final Exam--------------------------------------100 Points
- Class Activities/Homework----------------------100 Points total
  (You must be present in class during the activities to receive these points)
- Quizzes------------------------------------------100 Points total
  (You must be present in class during the quizzes to receive these points)
- Professional Development-----------------------50 Points

TOTAL POINTS POSSIBLE------------------------------------------800 POINTS

*****The Modified Teacher Work Sample is your Critical Performance Indicator – This must be uploaded to the Electronic Portfolio System during finals week for your grade to be released. If this is not uploaded to the EPS, you will receive an Incomplete as your final course grade.

Letter Grade/Value Range:
A 745-800 94-100%
B 665-744 84-93%
C 585-664 74-83%
D 505-587 64-73%
F 504 and Below Below 64%

The lowest minimum acceptable score for the Modified Teacher Work Sample (Critical Performance Indicator) is 84%. Students must achieve an 84% or higher on this project to progress to the next course in the EXED program. Consequently, any or all portions of the instructional unit that do not meet/exceed the minimum requirements must be redone.

Course Expectations:

1. PARTICIPATION I - Students will attend every class and actively participate in discussions, activities, group work, and service/experiential learning. Late Arrivals or early departures are inappropriate.
2. PARTICIPATION II – Students are expected to come to class prepared to discuss the assigned readings.
3. COURTESY – Students will be respectful of all members of the class, including turning off cell phones and beepers during class time.
4. USE OF LAPTOPS – Laptops are welcomed in class to take notes and follow along with lectures etc. from the web. HOWEVER, students are asked not to be checking email, sending email, browsing the web, completing outside of class assignments or conducting personal business during class time on their laptop. If this becomes a problem, laptops will not be allowed in class.
5. ASSIGNMENT TURN IN – All work is to be turned in on the due date. Late assignments will be docked 10% for each week day the assignment is late. HOWEVER – I do realize that unforeseen and unavoidable emergencies arise and we will deal with those on an individual basis as needed.
6. **EXPECTATIONS FOR PROFESSOR** – Students may expect Dr. Applin to begin class on time, to dismiss class on time, to come to class prepared, to grade assignments and provide feedback in a timely manner, and to be fair and consistent in grading matters.

7. **APA STYLE** – All papers submitted in this course should be typed and formatted according to the American Psychological Association Publication Manual (5th ed.). Students should obtain the guidelines by purchasing or borrowing an APA manual. Students may also wish to consult the web for information on APA style.

8. **PLAGIARISM** – To represent ideas or interpretations taken from another source as one’s own is plagiarism. The academic work of students must be their own. Students must give the author(s) credit for any source material used (SEE APA MANUAL). Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59). Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material. STUDENT WORK MAY BE CHECKED USING PLAGIARISM SOFTWARE.

9. **ACADEMIC DISHONESTY** – Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question.

10. **INCLEMENT WEATHER** – If the University remains officially open, this course will meet as scheduled. For information on closings due to bad weather, students should call the WKU Information Line at 270-745-4845. In the event of inclement weather, you should check your email and the blackboard announcement page for this course before driving in to class: if I must cancel class due to the weather, I will post an announcement on the course site and send out a full class email. Whether the University is open or closed during bad weather, students should use their own judgment in regard to their ability to safely travel under such conditions. I would rather have you absent than unsafe!

    **IF THE FACE TO FACE CLASS MEETING IS CANCELLED DUE TO INCLEMENT WEATHER, THERE WILL BE A DISCUSSION BOARD QUESTION OR QUIZ POSTED ON THE BLACKBOARD COURSE SITE IN LIEU OF CLASS.**

**Student Disability Services**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office of Student Disability Services (OSDS), Garrett, 101. The OSDS telephone number is (270) 745-5004 V/TDD.

*Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the OSDS.*