

App. 3-6-07
Senate Info. 3-27-07

06 - 28

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

Course: EDEX 300

JAN - 8 2007

Instructor(s) of Record: Yost

Liberal Studies

Phone: 357-5678

Email: njyost@iup.edu

Step One: Dr. Nancy Yost

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

I have been using technology in a variety of ways to support my instruction in the Special Education and Clinical Services Department. I have felt it important that our students be technology literate, and so I push them to utilize technology in my courses. As a result, to better prepare myself, I have attended multiple workshops offered by the IDC and attended countless technology integration sessions at conferences. During the fall, I participated in webinars from Horizon on how to use their HorizonLive product. HorizonLive is a way to work in a synchronous environment through WebCT, but can also be used to give one-on-one live support to students. I am currently completing a certificate in Accessible Information Technology from EASI (Easy Access of Software and Instruction). The focus of this program is making online instruction available to all students. The last course addresses podcasts, vodcasts and streaming media. I have also presented sessions on technology integration at SITE, ACEI, and EDUCAUSE. As co-director of the PT3 grant at IUP, I gave workshops on technology integration and WebCT for faculty members. Over the last few years, I have slowly added WebCT components to my courses. This has allowed me to begin explore online instruction in bits, working out issues and fine-tuning the instruction. For one course, I have used a full blown e-package from Prentice Hall that is very well done. The e-package was for a different course (EDEX 112, Typical and Atypical Development), but it provided a format that worked well as a foundation on which to build EDEX 300. In addition to these, I currently teach a course on assistive technology, through which I have been able to help students on the technical issues they encounter when working on projects. I believe that I have constructed a course of study that provided me with a well rounded background in online instruction and qualifies me well to deliver distance education courses.

2. How will each objective in the course be met using distance education technologies?

As part of this course, students will demonstrate that they have a working knowledge of:

- the history and development of education for exceptional individuals. (INTASC 9, 10)
 - construct a timeline of history and laws
 - readings
 - exam
- the law and services available for exceptional citizens, particularly PL 94-142, PL 99-457, PL 101-476 (IDEA), and PL 101-336 (ADA). (INTASC 10)
 - construct a timeline of history and laws
 - readings
 - exam

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- **the foundations of effective instruction for all students. (INTASC 2, 3, 4)**
 - threaded discussion
 - exam
- **critical diagnostic signs for student referral and stages/procedures in the referral process. (INTASC 8)**
 - construct a flow chart of referral and stages/procedures
 - threaded discussions
 - readings
 - exam
- **ways in which various disabilities may affect the feelings, interactions, and academic/behavioral expectations of students and teachers in inclusive settings. (INTASC 5)**
 - threaded discussion
 - readings
 - exam
- **effective teaching strategies for intervening and evaluating the progress of students with disabilities and/or those at risk for school failure. (INTASC 3, 8)**
 - modified lesson plans
 - threaded discussions
 - readings
 - exams
- **the relationship of special education to standards-driven general education settings. (INTASC 1)**
 - threaded discussion
 - readings
- **the roles that teachers, other professionals, and parents assume in providing instruction and other services for exceptional and non-exceptional persons. (INTASC 10)**
 - available services project
 - teacher/parent interviews
 - First Person LD Online assignment
 - threaded discussion
 - readings
 - exams
- **team approaches to collaboration and consultation for problem-solving and decision-making. (INTASC 9, 10)**
 - teacher interviews
 - threaded discussion
 - readings
 - exams
- **the different types, characteristics, and needs of exceptional students. (INTASC 3)**
 - readings
 - threaded discussions
 - exceptionality fact sheet
 - readings
 - exams
- **the ways in which instructional practices can be modified and computers/other technologies can be utilized to maximize learning. (INTASC 2, 3, 4)**
 - modified lesson plans
 - threaded discussions
 - readings
 - exams

3. How will instructor-student and student-student, if applicable, interaction take place? Instructor-student interactions – these will take place through the threaded discussions, WebCT email exchanges, phone calls, chat rooms, and HorizonLive. I will establish discussions on the boards to address specific topics and issues, students will then engage in conversations on these topics/issues. As the instructor part of my responsibility is to facilitate these discussions like I would in a classroom. I will be actively monitoring the boards and responding to the posts, as well as asking additional questions to encourage additional discussions.

Student-student interactions – these will take place through threaded discussions, WebCT email exchanges, and chat rooms. These features will be available for the students to utilize to support each other. Students will be required to interact with each other as well as with the instructor in the threaded discussions, and there will be group projects.

4. How will student achievement be evaluated? The student achievement will be evaluated through rubrics for assignments and exams. All assignments will have a set of guidelines, including required discussions, so students will have a clear understanding of what is required of them. The exams will use the quiz feature of WebCT. The grade book will be used so students will be able to monitor their ongoing progress.
5. How will academic honesty for tests and assignments be addressed?

Academic honesty for tests and assignments will be address in the following manner:

- Students will need to log into WebCT accounts to do their work
- Exams will be timed. They will be open book and open note, but the timing will be such that they will not have sufficient time to look up all answers but must know the majority of the content.
- Questions will be selected at random from a database within WebCT, resulting in no two exams having all the same questions in the same order.
- In any class, not just online, it is difficult to monitor who actually did the work on an assignment. In both online and face-to-face teaching, the instructor can usually tell if the writing is consistent with the general knowledge and skills the student demonstrates in other areas in the class.
- Students will be reminded of the academic integrity policy at IUP, assigned the policy as a reading and take a quiz on the policy at the beginning of the course.
- Written assignments will be run through a search engine or *Turnitin*, a tool supported by Academic Technology Services to combat online plagiarism, in order to evaluate whether they might have been plagiarized from online paper mills.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Joseph Domaradi 1-5-07
Signature of Department Designee Date

Endorsed: *Mary Ann Rapolik* 1-8-07
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Sedquist 3-6-07
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

A. J. Smuels 3/6/07
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



**Educating Students with Disabilities
in Inclusive Elementary Classrooms**
EDEX 300

Indiana University of Pennsylvania
Department of Special Education and
Clinical Services
Fall 2007

Credits: 2 hours
Time: Tuesday and Thursday
9:45 a.m. – 11:15 p.m.
11:30 p.m. – 1:00 p.m.
Room: Davis 403

Instructor:

Nancy Yost, Ph.D.
215 Davis Hall
Email: njyost@iup.edu
Office: 724.357.5678
Home: 724.463.7937

Office Hours:

Tuesday	8:30 a.m. – 9:30 a.m.
Wednesday	4 :00 p.m. – 6:00 p.m.
Thursday	8:30 a.m. – 9:30 a.m. 5:00 p.m. – 6:00 p.m.

I. Catalog Description:

Prerequisite: Early Childhood Education/PreK-Grade 6 and Elementary Education majors only; to be taken only during the semester of the designated methods courses. Examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. Examines the differential impact of student characteristics on elementary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

Restrictions:

Must be enrolled in one of the following Level(s):

Undergraduate
Graduate

Must be enrolled in one of the following Major(s):

Early Childhood Educ/PreK-Gr6
Elementary Education
Early Childhood Education

III. Student Outcomes

As part of this course, students will demonstrate that they have a working knowledge of:

- 1.** the history and development of education for exceptional individuals. (INTASC 9, 10)
- 2.** the law and services available for exceptional citizens, particularly PL 94-142, PL 99-457, PL 101-476 (IDEA), and PL 101-336 (ADA). (INTASC 10)
- 3.** the foundations of effective instruction for all students. (INTASC 2, 3, 4)
- 4.** critical diagnostic signs for student referral and stages/procedures in the referral process. (INTASC 8)
- 5.** ways in which various disabilities may affect the feelings, interactions, and academic/behavioral expectations of students and teachers in inclusive settings. (INTASC 5)
- 6.** effective teaching strategies for intervening and evaluating the progress of students with disabilities and/or those at risk for school failure. (INTASC 3, 8)
- 7.** the relationship of special education to standards-driven general education settings. (INTASC 1)
- 8.** the roles that teachers, other professionals, and parents assume in providing instruction and other services for exceptional and non-exceptional persons. (INTASC 10)
- 9.** team approaches to collaboration and consultation for problem-solving and decision-making. (INTASC 9, 10)
- 10.** the different types, characteristics, and needs of exceptional students. (INTASC 3)
- 11.** the ways in which instructional practices can be modified and computers/other technologies can be utilized to maximize learning. (INTASC 2, 3, 4)

IV. Required Text



Mastropieri, M.A. & Scruggs, T.E. (2007). *The inclusive classroom: Strategies for effective instruction (3rd ed.)*. Upper Saddle River, NJ: Printice-Hall.

V. Course Requirements and Evaluation

- Formal exams through WebCT
- Chapter checks for understanding
- Modified lesson plans
- Interview
- Reflection on LD Online Assignment
- Exceptionality Fact Sheet
- 2 portfolio artifact and reflections
- Reflection/reaction to videos
- In class activities
- Participation in class and WebCT

Students will be given expectations of assignments, grading, and scoring rubrics when assignments are made.

VI. Course Evaluation:

Activity	Points per Activity
Formal exams (8)	50
Checks for Understanding(16)	10
Assigned Readings/Attendance/Participation in class and online (up to 25)	10
Modified Lesson Plans (up to 8)	25
Fact File	25
Portfolio artifact and reflections (2)	10
Interviews (1)	20
LD Online Assignment	15
Chapter Assignments (up to 8)	20
Reflection on videos (up to 5)	15
Professionalism points – demonstrating professional behavior, attitude/disposition, and preparation for class. Non-professional behavior will result in a loss of	50

points from the original allowance of 50 points awarded on the first day of class. Each infraction will result in a deduction of 5 points. It is possible to go into negative points in this category.	
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A student's final percentage will be based upon the total number of points earned for the semester and those available. A letter grade will be based upon the following scale:

92 - 100%	A
84 - 91	B
76 - 83	C
70 - 75	D
0 - 69	F

VII. Late Assignment Policy:

Assignments are due at the beginning of class on the specified date, unless other arrangements have been made with the instructor. Ten percent of the total points available for an assignment will be deducted for each weekday an assignment is late.

NO assignment will be accepted after three calendar days past due date.

VIII. Attendance Policy:

The University attendance policy allows for three hours of absence from a three-hour class (or two class sessions in this case). However, be advised that in-class activities cannot be substituted for or made up unless arrangements have been made with the instructor before the class session. Ten points per class session will be deducted for unexcused absences (following the permitted two). Exceptions will be made for religious holidays, medical emergencies, or personal emergencies at the professor's discretion, if written documentation is provided.

Attendance and participation in class and online discussions is expected of all students. Attendance to each session is critical and counts as participation points towards the final grade. Students are expected to be punctual and remain for the entire class. Late students will be given partial points for their attendance to that class.

If you must miss a class or a portion of a class, be sure to have another student pick up an extra set of handouts and review someone's notes to see what was covered. You will be held accountable for the material covered during your absence.

In class activities are considered quizzes and may not be made up when the absence is unexcused.

Anticipated Class Absence for University Representation and

Participation: "In seeking variance, the student must take the initiative to make all arrangements including validation of participation as needed. The student should generally assume that papers and such assignments should be completed and submitted before the anticipated class absence. Alternate arrangements for tests, quizzes, labs, or class participation activity (panels, simulations, presentations) should be sought sufficiently in advance to permit faculty/student agreement on the plan for completion, whether the actual completion is rescheduled to be prior to or subsequent to the anticipated absence."

(<http://www.iup.edu/registrar/catalog/acapolicy/index.shtm#Undergraduate%20Course%20Attendance%20Policy>)

In accordance with IUP's University Representation and Participation policy, you are responsible to notify the instructor PRIOR to the absence with the appropriate formal paperwork. Failure to do this prior to the absence will result in an unexcused absence.

IX. Academic Integrity Policy:

This policy is clearly outlined in the IUP catalog. Please familiarize yourself with the policy. Any breach of academic integrity will not be tolerated and will result in failure for the assignment and potential failure of the course.

The policy is located at:

<http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>



EDEX 300
 Spring 2007 Class Calendar
<http://www.iup.edu/webct/>
 Dr. Nancy Yost

Explanation of calendar – Assignments designated **a.** are for Tuesdays, assignments designated **b.** are for Thursday classes;

Class Session Date	Preparation Before Class	In-class Topic and Activities
<i>Week 1</i> January 18		b. Get acquainted, go over course syllabus, and course expectations.
<i>Week 2</i> January 23 January 25	a. Read Chapter 1 a. Read IUP's Academic Integrity Policy b. Read Chapter 2 Check for Understanding	a. Introduction to Inclusive Education a. Quiz over Academic Integrity Policy b. Collaboration and partnerships Test over 1 and 2 – online outside of class
<i>Week 3</i> January 30 February 1	a. Read Chapter 3 Check for Understanding b. Read Chapter 4 Check for Understanding LD Online Assignment	a. Higher incidence disabilities b. Lower-incidence disabilities Bring hard copy of LD Online Assignment to class Test over 3 and 4 – online outside of class
<i>Week 4</i> February 6 February 8	a. Read Chapter 5 Check for Understanding b. Read Chapter 6 Check for Understanding Interview Assignment Due	a. Other learning needs b. What is effective instruction? Test over 5 and 6 – online outside of class
<i>Week 5</i> February 13 February 15	a. Read Chapter 7 Check for Understanding b. Exceptionality Fact Sheet due	a. Classroom behavior and social skills. b. Sharing Fact Sheet – bring b/w copies for entire class

<p><i>Week 6</i> February 20 February 22</p>	<p>a. Read Chapters 8 Check for Understanding</p> <p>b. Read Chapter 9 Check for Understanding</p>	<p>a. Peers and inclusion Test over 7, and 8 – online outside of class</p> <p>b. Motivation and affect</p>
<p><i>Week 7</i> February 27 March 1</p>	<p>a. Read Chapters 10 Check for Understanding Locate two mnemonic strategies to bring to class</p> <p>b. Read Chapter 11 Check for Understanding</p>	<p>a. Improving attention and memory Test over 9 and 10 – online outside of class</p> <p>b. Study skills</p>
<p><i>Week 8</i> March 6 March 8</p>	<p>a. Read Chapter 12 Check for Understanding</p> <p>b. bring in a lesson plan that can be assessed using a rubric</p>	<p>a. Assessment Test over 11 and 12 – online outside of class</p> <p>b. Meet in Computer lab, location TBA</p>
<p><i>Week 9</i> March 13 March 15</p>	<p>Spring Break</p>	<p>No Classes</p>
<p><i>Week 10</i> March 20 March 22</p>	<p>a. Read Chapter 13 Bring a literacy lesson plan to class, we will modify IN class Check for Understanding.</p> <p>b. Read Chapter 14 Bring math lesson plans to class, we will modify IN class Check for Understanding</p>	<p>a. Literacy</p> <p>b. Math Test over 13 and 14 – online outside of class</p>
<p><i>Week 11</i> March 27 March 29</p>	<p>a. Read Chapter 15 Bring social studies or science lesson plans to class, we will modify IN class. Check for Understanding</p> <p>Portfolio artifact and reflections due – 1 required/1 optional for bonus points</p> <p>b. open</p>	<p>a. Social studies, and science,</p> <p>b. open</p>

<p><i>Week 12</i> April 3 April 5</p>	<p>a. Read Chapter 16 Check for Understanding</p> <p>Bring art, PE, music or language lesson plans to class (2 plans your choice of 2 areas), we will modify in class.</p>	<p>a. Arts, PE, music, languages, Voc Ed, and transitions</p> <p>a. Test over 15 and 16 – online outside of class</p>
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Educating Students with Disabilities in Inclusive Elementary Classrooms



EDEX 300 -- Online
Credits: 2 hours

Indiana University of Pennsylvania
Department of Special Education and
Clinical Services

Instructor:

Nancy Yost, Ph.D.
215 Davis Hall
Email: njyost@iup.edu
Office: 724.357.5678
Home: 724.463.7937

Office Hours:

I. Catalog Description:

Prerequisite: Early Childhood Education/PreK-Grade 6 and Elementary Education majors only; to be taken only during the semester of the designated methods courses

Examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. Examines the differential impact of student characteristics on elementary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

Restrictions:

Must be enrolled in one of the following Level(s):

Undergraduate

Graduate

Must be enrolled in one of the following Major(s):

Early Childhood Educ/PreK-Gr6

Elementary Education

Early Childhood Education

III. Student Outcomes

As part of this course, students will demonstrate that they have a working knowledge of:

- the history and development of education for exceptional individuals. (INTASC 9, 10)
 - construct a time-line of history and laws
 - readings
 - exam
- the law and services available for exceptional citizens, particularly PL 94-142, PL 99-457, PL 101-476 (IDEA), and PL 101-336 (ADA). (INTASC 10)
 - construct a time-line of history and laws
 - readings
 - exam
- the foundations of effective instruction for all students. (INTASC 2, 3, 4)
 - threaded discussion
 - modified lesson plans
 - exam
- critical diagnostic signs for student referral and stages/procedures in the referral process. (INTASC 8)
 - construct a flow chart of referral and stages/procedures
 - threaded discussions
 - readings
 - exam
- ways in which various disabilities may affect the feelings, interactions, and academic/behavioral expectations of students and teachers in inclusive settings. (INTASC 5)
 - threaded discussion
 - readings
 - exam
 - LD Online assignment
- effective teaching strategies for intervening and evaluating the progress of students with disabilities and/or those at risk for school failure. (INTASC 3, 8)
 - modified lesson plans
 - threaded discussions
 - readings
 - exams

- the relationship of special education to standards-driven general education settings. (INTASC 1)
 - threaded discussion
 - modified lesson plans
 - readings

- the roles that teachers, other professionals, and parents assume in providing instruction and other services for exceptional and non-exceptional persons. (INTASC 10)
 - available services project
 - teacher/parent interviews
 - First Person assignment
 - threaded discussion
 - readings
 - exams

- team approaches to collaboration and consultation for problem-solving and decision-making. (INTASC 9, 10)
 - teacher/parent interviews
 - threaded discussion
 - readings
 - exams

- the different types, characteristics, and needs of exceptional students. (INTASC 3)
 - readings
 - threaded discussions
 - exceptionality fact sheet
 - readings
 - exams
 - LD Online assignment

- the ways in which instructional practices can be modified and computers/other technologies can be utilized to maximize learning. (INTASC 2, 3, 4)
 - modified lesson plans
 - threaded discussions
 - readings
 - exams

IV. Required Text



Mastropieri, M.A. & Scruggs, T.E. (2007). *The inclusive classroom: Strategies for effective instruction (3rd ed.)*. Upper Saddle River, NJ: Printice-Hall.

V. Course Requirements and Evaluation

- Formal exams through WebCT
- Time Line
- Modified lesson plans
- Interview
- Exceptionality Fact Sheet
- 2 portfolio artifact and reflections
- First Person LD Online Assignment
- Online activities
- Participation in WebCT Discussions

Students will be given expectations of assignments and scoring rubrics when assignments are made.

VI. Course Evaluation:

Activity	Points per Activity
Formal exams (8)	60
Participation in threaded discussions (up to 25)	10
Modified Lesson Plans (up to 8)	25
Exceptionality Fact Sheet	25
Interview (1)	20
Chapter Assignments (up to 8)	20
Time Line	20
First Person LD Online Assignment	20

A student's final percentage will be based upon the total number of points earned for the semester and those available. A letter grade will be based upon the following scale:

92 - 100%	A
84 - 91	B
76 - 83	C
70 - 75	D
0 - 69	F

VII. Late Assignment Policy:

Assignments are due by 11:55 p.m on the specified date, unless other arrangements have been made with the instructor. Ten percent of the total points available for an assignment will be deducted for each day an assignment is late.

NO assignment will be accepted after three calendar days past due date.

VIII. Attendance Policy:

The traditional attendance policies do not transfer easily to online courses. In this course you will be allowed two delayed responses/assignments as the two excused absences. Be sure to contact the instructor if there are problems with completing assignments on time. Because much of our work is participating in discussions, these discussions MUST be done on schedule; otherwise they simply become individual posts not conversations. All students are expected to stay on track with the time schedule for the class.

IX. Academic Integrity Policy:

This policy is clearly outlined in the IUP catalog. Please familiarize yourself with the policy. Any breach of academic integrity will not be tolerated and will result in failure for the assignment and potential failure of the course.

The policy is located at:

<http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>

EDEX 300

<http://www.iup.edu/webct/>

Dr. Nancy Yost

Module	Material Covered	Discussions and Activities
<i>Module 1</i>	Read IUP's Academic Integrity Policy Read Chapter 1 Introduction to Inclusive Education	Quiz over Academic Integrity Policy Discussion Threads Assignment: Time line on the history of special education and the laws that apply
<i>Module 2</i>	Read Chapter 2 Collaboration and partnerships	Discussion Threads Assignment: Flow chart on referral Test over 1 and 2
<i>Module 3</i>	Read Chapter 3 and 4 Higher and lower-incidence disabilities	Discussion Threads Assignment: First Person LD Online Assignment Test over 3 and 4
<i>Module 4</i>	Read Chapter 5 and 6 Other learning needs What is effective instruction?	Discussion Threads Assignment: Exceptionality Fact Sheet Test over 5 and 6
<i>Module 5</i>	Read Chapter 7 Classroom behavior and social skills.	Discussion Threads Assignment: Parent/Teacher/ Administrator interview

<i>Module 6</i>	Read Chapters 8 and 9 Peers and inclusion Motivation and affect	Discussion Threads Test over 7, 8, and 9
<i>Module 7</i>	Read Chapters 10 and 11 Improving attention and memory Study skills	Discussion Threads Assignment: Locate two mnemonic strategies to share Test over 10 and 11
<i>Module 8</i>	Read Chapter 12 and 13 Assessment and Literacy Bring literacy lesson plans to class, we will modify in class	Discussion Threads Assignment: Literacy lesson plan modification
<i>Module 9</i>	Chapter 14 and 15 Math and Social Studies	Discussion Threads Assignment: Math and social studies lesson plan modifications Test over 12, 13, 14
<i>Module 10</i>	Read Chapter 16 Arts, PE, music, languages, Voc Ed, and transitions	Discussion Threads Assignment: Art, PE, Music, and language lesson plan modifications Test over 15 and 16