CSD 776 School Methods, 2 credits

Syllabus
Fall/2018

|  |  |  |
| --- | --- | --- |
|

|  |
| --- |
| Faculty Name: Sondra ReynoldsPhone: x4816Email: sreynolds@uwps.eduOffice: 36 |

 | Christie WittPhone: x2577Email: cwitt@uwsp.eduOffice: 044A |

Table of Contents

[Course Description 2](#_Toc485816960)

[Course Learning Outcomes 2](#_Toc485816961)

[General Education Program Learning Outcomes **Error! Bookmark not defined.**](#_Toc485816962)

[Evaluation 2](#_Toc485816963)

[Required Course Materials 2](#_Toc485816964)

[Technology Guidelines 2](#_Toc485816965)

[Inclusivity Statement 3](#_Toc485816966)

[Grading Scale 3](#_Toc485816967)

[Communicating with your Instructor 3](#_Toc485816968)

[Attendance 4](#_Toc485816971)

[Late Work 5](#_Toc485816972)

[Religious Beliefs Accommodation 5](#_Toc485816973)

[Equal Access for Students with Disabilities 5](#_Toc485816974)

[Help Resources 6](#_Toc485816975)

[Academic Honesty 6](#_Toc485816977)

[Confidentiality 7](#_Toc485816978)

[Tentative Course Schedule 7](#_Toc485816979)

# Course Description

* What is the course about?
* Why is it relevant, interesting, or significant?
* What questions will your course answer?

# Course Learning Outcomes

1. Students will demonstrate understanding of special education law.
2. Students will gain knowledge regarding the role of the school based SLP.
3. Students will understand the components of an individualized education plan.
4. Students will investigate and analyze evidence-based practices.
5. Students will develop behavior management and conflict resolution skills.
6. Students will gain knowledge regarding teacher contracts.

# Evaluation/Course Requirements\*

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Brief Description | Points/Percentage | Learning Outcomes Met (#) |
| Special Education Law Quiz | Students will complete a quiz in Canvas based upon literature, lectures, and class discussion. |  | 1 |
| Case study | Students will follow a case study from eligibility to treatment in the school. Including writing and presenting an IEP. | Written portion – 100 pts.Presentation – 100 pts. | 3, 2, 1, 4, 5 |
| Guest speaker reflections | Students will answer reflection questions after each guest speaker or panel. | 10 points each | 2 |
| Evidence Based Practice | Students will quiz each other using questions they have developed individually about chapter 5. | 10 points | 4 |
| Evidence Based Practice part 2 | Students will investigate one unfamiliar EBP and present it to their small group. | 50 points | 4 |
| Conflict Resolution | Students will engage in roll play or discussions regarding conflict or behavior management. | Not graded | 5 |

# Optional Course Materials

Schraeder, T. (2017). *A Guide to School Services in Speech-Language pathology Third Edition.* San Diego: Plural Publishing.

# Technology Guidelines

Course information is found and will be update on Canvas regularly. A google.doc will be used to provide valuable resources.

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

**Online assignments:** For some assignments you may need to submit assignments online. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

# Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

# Grading Scale

|  |  |  |
| --- | --- | --- |
| 94 – 100% =A  | 77 – 79% = C+  | 60 – 63% = D- |
| 90 – 93% = A-  | 74 – 76% = C  |  < 60% = F |
| 87 – 89% = B+  | 70 – 73% = C- |  |
| 84 – 86% = B  | 67 – 69% = D+ |  |
| 80 – 83% = B-  | 64 – 66% = D |  |

# Communicating with your Instructor

**MEETING** face to face is our preferred method of communication. Stop by our offices or sign up on our doors.

|  |  |
| --- | --- |
|  |  |

## Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

##

## Office hours

Office hours vary based on clinic schedules and meetings. Please see our doors for available appointment times.

# Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

Please refer to the Religious Beliefs Accommodation in this syllabus. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

* If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
* If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed.  Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
* If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
* If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
* If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

#### **Absences due to Military Service**

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](https://www3.uwsp.edu/veteran-services/Pages/Call-Up-Guidelines.aspx).

# Late Work

Late work is not accepted except in extenuating circumstances. In order for an assignment to be accepted late, the student must contact the instructor BEFORE the due date to discuss options.

# Religious Beliefs AccommodationIt is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

* There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
* You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
* Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
* Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
* You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

# Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.  Examinations or other procedures used for evaluating students' academic achievements may be adapted.  The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form.  Phone: 346-3365 or Room 609 Albertson Hall.*

#

# Help Resources

|  |  |  |  |
| --- | --- | --- | --- |
| Tutoring | Advising | Safety and General Support | Health |
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

## UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information.](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)

# Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system.  The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty.  Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1)  Academic misconduct is an act in which a student:

(a)  Seeks to claim credit for the work or efforts of another without authorization or citation;

(b)  Uses unauthorized materials or fabricated data in any academic exercise;

(c)  Forges or falsifies academic documents or records;

    (d)  Intentionally impedes or damages the academic work of others;

(e)  Engages in conduct aimed at making false representation of a student's academic performance; or

(f)  Assists other students in any of these acts.

(2)  Examples of academic misconduct include, but are not limited to:

* Cheating on an examination
* Collaborating with others in work to be presented, contrary to the stated rules of the course
* Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
* Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
* Stealing examinations or course materials
* Submitting, if contrary to the rules of a course, work previously presented in another course
* Tampering with the laboratory experiment or computer program of another student
* Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

# Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

# Tentative Course Schedule

The tentative course schedule is posted in Canvas on the calendar. It will be updated throughout the semester.