

Developing Meaningful and Legally Defensible IFSPs and IEPs for Young Children
Course Policies
Summer 2013

Grading Policy

1. All assignments (only applies to those taking the course for credit) are due on the date specified in the **course calendar**. Five percent of the overall point value will be subtracted for each day the assignment is late (unless prior arrangements have been made and approved by a course instructor). If an assignment is later than **three days**, and prior arrangements have not been made, the assignment will **not** be accepted. **NOTE:** If you are overwhelmed or feeling behind, or if you are experiencing a family or personal emergency, please contact Ashley before the assignment is due to discuss options.

- Procedures for submitting electronic assignments and/or e-mail:
 - Electronic submission of assignments is required and can be sent to the instructor(s) via:
 - Blackboard (BBL) upload via the Assignments tab (please see the course homepage for a PDF on assignment submissions in the new BBL), or Ashley's dropbox/email as a backup. Be sure to email Ashley to let her know if you placed a file in the dropbox.
 - Note, a URL will be provided for the course dropbox for files that exceed limits for BBL.
 - ***It is the participant's responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.***
 - **IMPORTANT:** When submitting work electronically, the following procedures **must** be followed or the assignment will be returned and 5% will be deducted from the overall point value of the assignment:
 - The **subject line** of the e-mail **AND/OR** the **file** must include three pieces of information: (a) participant's full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names)
 - "Written" documents must also be page numbered and include the participant's full name on a title page or as a header to the document.

2. All participants taking the course for credit are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work met the expectations of the instructors, was completed fully, met stated criteria, represented a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and supportive interactions with colleagues and sustained active participation across course activities.

3. Any assignment (**EXCLUDING THOSE WHICH ARE SUBMITTED LATE**) that earns **less** than an 80% may be revised and resubmitted. In order to gain additional points, participants must indicate in writing what component or activity they would like to improve and how they plan to do so. Participants will then have a full week (but no more than one week) following receipt of a grade to make revisions. Participants are encouraged to work with their peers and share their work in order to receive peer feedback prior to due dates. A grade of higher than 89% cannot be obtained on work that is revised.

4. Grading - Points Total 100 (Note this course is for licensure and students must receive a B or better or they will have to retake the course)

- 90-100 Points = A
- 80-89 Points = B
- 70-79 Points = C

Participation Policy

Students (particularly those taking the class for credit) are expected to participate fully in all on-line course activities. Participation is generally defined as working consistently and independently as a collaborative team member. Participation is also defined as being responsive by attending to the diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor(s), and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively across all modules.

Examples of a “good” participator include but are not limited to one who:

- Supports the learning of others (e.g., shares resources, provides encouragement, affirms challenges, provides detailed responses, provides thoughtful posts).
- Works equally and respectfully to gain new knowledge (e.g., takes responsibility for finding answers, problem-solves independently, determines how and when ready to learn, follows netiquette for discussing concerns and challenges).
- Engages in critical thinking (compares and contrasts information, discusses pros and cons of various situations, considers ideas and practices that are novel, raises new questions for discussion) and embraces diverse ideas (i.e., tolerant of ideas that differ from own).

Participation during and across the modules is crucial for student learning and is part of one’s overall grade. Participation grades assume that the student engages in the processes necessary to eventually complete performance assessments/assignments. Specifically, there are more “participation activities” in the earlier modules than the later modules. It should be noted, however, that later assignments are more involved and thus participation during such modules may come more in the form of engaging in required reading, reflection, etc. that will be necessary to successfully complete the assignment(s). Therefore, the point values attached to participation activities may seem discrepant to the amount of work necessary for completion. The instructor(s) acknowledges this perception; nonetheless, students are expected to give full effort when completing participation assignments (i.e., process is highly valued and necessary for a successful product).

Participation is also evaluated in terms of the degree to which students effectively utilize technology to enhance communication, collaboration, and instructional efforts with young children and their families. The paradigms for teaching and learning are changing due to innovations in technology. One of the goals of the ECIS program is to promote technological and information literacy of a broad and encompassing nature in the preparation of future early childhood special education professionals. To achieve this goal, technology is embedded through all courses and experiences so students gain skills and knowledge necessary to understand, control, and use technology in their own learning as well as in professional practice. Students are expected to learn how to adapt to technological change and how to deal with forces that influence their lives and potentially control their future.

Attendance Policy

Participants taking the course for credit are expected to complete all modules according to the **course calendar**. **NOTE:** If special circumstances interfere with a student's participation, they must notify the one of the course instructors (Ashley or Kristen) as soon as a conflict arises so options can be discussed.

Professionalism Policy

A key competency related to the being a successful practitioner is ensuring that you possess the ability to reflect on your own practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of your choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students **and** faculty are expected to engage in the following behaviors over the course of the semester:

- conduct themselves in a mature, professional, and civil manner
- respect ideas presented by people of different cultures, races, genders, religions, sexual orientations, and national origins
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
- manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse etc.
- respect faculty member's need to allocate their time and other resources in ways that are academically and personally productive
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
- maintain the confidentiality of the families and children, or community personnel who participate in related activities
- ensure professional development through any of the following activities:
 - participate in discipline-based activities, such as seminars and conferences
 - participate in university, departmental, or program governance as a component of professional development
 - uphold the public service mission of the university at an appropriate level

Behaviors were adapted from the University of Wisconsin's Graduate School's Guidelines for Good Practice in Graduate Education.

Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact the instructor if you are not sure about how to appropriately cite the work of others or how to incorporate your review of the literature into your own products.

The following is a brief description of what plagiarism is, how to avoid it:

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying

materials from other students, authors, or the WWW, and pasting them into your work without permission or full citations, will result in the assignment not being accepted for credit.

Please visit the following websites to learn more about plagiarism and how to avoid it:

<http://owl.english.purdue.edu/owl/resource/619/1/>
<http://owl.english.purdue.edu/owl/resource/589/03/>
<http://owl.english.purdue.edu/owl/resource/589/01/>
<http://libraries.ucsd.edu/locations/sshl/guides/preventing-plagiarism/index.html>
<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>
http://www.clark.edu/Library/iris/quiz/plagiarism_quiz_home.php
<http://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>
<http://www.uky.edu/Ombud/Plagiarism.pdf>

Resources for students on plagiarism:

<http://www.kent.edu/academics/resources/plagiarism/Information-for-Students/index.cfm>
<http://www.library.kent.edu/files/Plagiarism-08262008.swf>

Site with information and resources regarding copyright laws and fair use:

<http://www.siec.k12.in.us/~west/online/copy.htm>

Please review KSU's policy on cheating and plagiarism:

http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779

For a copy of KSU's resources for plagiarism education, see:

<http://www.kent.edu/academics/resources/plagiarism/plagiarism-education.cfm>

**Note: This website also has tips on how to paraphrase to avoid plagiarism.

The following is a list of things you should do when completing assignments for this course:

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and receive feedback from others.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others.
7. Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol.5 or 6 guidelines when citing the work of others.

The following are several helpful online APA citation guidelines sites:

<http://owl.english.purdue.edu/owl/resource/560/01/>
<http://employees.csbsju.edu/proske/nursing/APA.htm>
<http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>
<http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>
http://library.nmu.edu/guides/userguides/style_apa.htm

Registration Policy

Registration Requirement: University policy requires all students taking the class for credit to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

See the following websites for additional information:

<http://www.kent.edu/bursar/Tuition-FeeSchedules/index.cfm>

<http://www.registrars.kent.edu/home/info/AboutReg.htm>

Students with Disabilities Policy

Kent State University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for this through Student Accessibility Services (contact 330-672-3391). You can also visit www.kent.edu/sas (you will be redirected to: <http://www.registrars.kent.edu/disability/>) for more information on registration procedures.