

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

Department	Special Education	College/School	School of Education
Prepared by	Jane Monahan	Phone	474-5362
Email Contact	jmonahan@alaska.edu	Faculty Contact	Philip Patterson

Mode of delivery (specify lecture, field trips, labs,	
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etc)

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

YES

NO

X

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive,

*Format 6 also submitted

W = Writing Intensive, *Format

7 submitted

Natural Science, *Format

8 submitted

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

XX

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

XX

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

Case-study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination.

Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

EDSE F422 Curriculum and Strategies II: High Incidence

3 Credits

Offered Spring As Demand Warrants

Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required. Prerequisites: ED F201; EDSE F482. Stacked with EDSE F622. (3+0+1)

EDSE F622 Curriculum and Strategies II: High Incidence

3 Credits

Offered Fall As Demand Warrants

Development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention/deficit hyperactivity disorder, specific

learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Stacked with EDSE F422. (3+0+1)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

EDSE F422 Curriculum and Strategies II: High Incidence

3 Credits

~~Offered Spring As Demand Warrants~~

~~Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required. Prerequisites: ED F201; EDSE F482. Stacked with EDSE F622. (3+0+1)~~

Offered Fall; Spring; Summer

Examines methods of instruction and strategies for addressing the needs of students with mild learning behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Additionally, development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Prerequisites: Introduction to education course (e.g., ED F201, EDSC F205) or instructor approval. Stacked with EDSE F622. (3+0+1).

EDSE F622 Curriculum and Strategies II: High Incidence

3 Credits

~~Offered Fall As Demand Warrants~~

~~Development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention/deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Stacked with EDSE F422. (3+0+1)~~

Offered Fall; Spring; Summer

Examines methods of instruction and strategies for addressing the needs of students with mild learning behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Additionally, development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Research required. Prerequisites: Introduction to education course (e.g., ED F201, EDSC F205) or instructor approval. Stacked with EDSE F422. (3+0+1).

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO If Yes, DEPT NUMBER

DROPPING A CROSS-LISTING:

YES DEPT NUMBER

Changing or dropping requires written notification of each department and dean involved.

Attach a copy of written notification.

9. GRADING SYSTEM: Specify only one.

LETTER: ☒ **XX**

PASS/FAIL: ☐

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact. Change to course description only.

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐

No change to materials required.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Special education and secondary education. Class description change was discussed in a meeting between the secondary department chair and special education faculty.

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

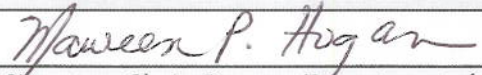
Positive impact—the course description will more accurately reflect the course content.

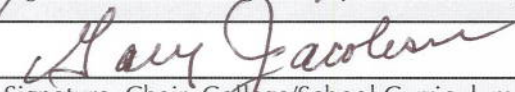
JUSTIFICATION FOR ACTION REQUESTED

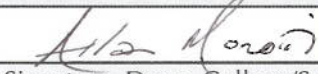
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

EDSE 422 is stacked with EDSE 622. The descriptions of these two courses in the general catalog did not match. The course content and requirements have not changed. The new catalog descriptions accurately reflect the content of the courses.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	9-24-12
Signature, Chair, Program/Department of: School of Education Graduate Department		

	Date	9/25/12
Signature, Chair, College/School Curriculum Council for: School of Education		

	Date	9-26-12
Signature, Dean, College/School of: School of Education		

Offerings above the level of approved programs must be approved in advance by the Provost:

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
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Signature, Chair

Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC

☐ Core Review ☐ SADAC

UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”

**EDSE 422/EDSE 622: CURRICULUM AND STRATEGIES II: HIGH
INCIDENCE
2012**

Credits: 3.0

Office: Gruening Building 714A

Office Hours: Tuesdays 3:30-4:30 &
By Appointment

Prerequisites: none

Required Readings

Bateman & Hurr, Writing Measurable IEP Goals and Objectives. Attainment Co. Inc.
ISBN: 1578611490

Instructor: Joanne Healy, M.S.

E-mail: jhealy7@alaska.edu

Phone: 474-1557

Sousa, D. How the Special Needs Brain Learns. Corwin Press, Inc. ISBN: 0761978518

Gargiulo, Richard M. Special Education in Contemporary Society, An Introduction to Exceptionality. Sage Publications, Inc. ISBN: 978-1-4129-8893-3

Tools: Differentiated Instruction by Karen Burggraf, MEd. (laminated card) Firelight Books Multi-sensory Teaching, Modifications, & Intervention Strategies Wheels.

Recommended Text: Bender, W. Differentiating Instruction for Students with Learning Disabilities. Corwin Press. ISBN: 9781412954464

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on guest speakers and weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
[Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)

- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [Alaska Federation of Natives](#)
- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)
- [Justice Center Website](#)

List of Professional Organizations

- [Council for Exceptional Children \(CEC\)](#)
- [American Psychological Association \(APA\)](#)
- [Learning Disabilities Association of America \(LDAA\)](#)
- [American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
- [The Association for the Severely Handicapped \(TASH\)](#)
- [International Reading Association \(IRA\)](#)
- [Disability Law Center - Alaska](#)
- [Special Education Service Agency \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)
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I. COURSE DESCRIPTION

Catalog Descriptions

EDSE F422

Examines methods of instruction and strategies for addressing the needs of students with mild learning behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Additionally, development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required.

Prerequisites: Introduction to education course (e.g., ED F201, EDSC F205) or instructor approval. Stacked with EDSE F622. (3+0+1).

EDSE F622

Examines methods of instruction and strategies for addressing the needs of students with mild learning behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Additionally, development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders,

and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Research required. Prerequisites: Introduction to education course (e.g., ED F201, EDSC F205) or instructor approval. Stacked with EDSE F422. (3+0+1).

Course Description Detail

This course includes methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required.

Using a variety of resources, this course emphasizes the intellectual, emotional, physical, and socio-cultural characteristics and learning needs of individuals whom experience exceptionalities in the regular classroom. Additional topics of discussion will include legal mandates, assessment and classroom practices, family and professional partnerships, and educational responsibilities.

Students design, develop and modify curriculum, plan and adapt instruction, and determine developmentally appropriate means of assessment to accommodate differences in intelligence, perception, and cognitive style. Students apply learning theory to practice while observing and assisting individuals in educational and recreational settings. A technology component requires students to access state and federal regulations pertinent to the Individuals with Disabilities Education Act and to locate and utilize state and national resource agencies to collaborate and support parents, other education personnel and the school.

Alignment With School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon the relationship between developmental stages of growth and the special educational differentiations needed for students with exceptional needs.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

Students who successfully complete this course will demonstrate appropriate levels of proficiency in relation to the following standards. The specific performance competencies for each standard are included in the School of Education Handbook.

- Alaska Teacher Standards: 1, 2, 3, 5, 6, and 7
- Alaska Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools: 2, 5, 6, and 7
- Alaska Cultural Standards for Students: A, B, C, D, and E.

Major Topics

Topic: Individuals With Disabilities Education Act (IDEA) and Ramifications for Education Practice

Goal #1: Students will gain knowledge about the history and development of special education and federal mandates that provide special education for individuals with disabilities.

Student Learning Outcomes:

- a. Students will be able to identify services that are guaranteed to students with disabilities and their families under state and federal laws and will know how to access state and federal regulations pertinent to the Individuals with Disabilities Education Act.
- b. Students will be able to understand that the classroom teacher has a shared responsibility for recognizing and initiating the referral process for a child who is not succeeding in the classroom.
- c. Students will be able to understand that a teacher must apply learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.
- d. Students will be able to understand that an Individual Education Plan is a legal document detailing the educational program and required support services for a student with disabilities.
- e. Students will be able to understand that Section 504 of the Vocational rehabilitation Act of 1975 provides services/program modifications for students who do not qualify for special education but have significant deficits in classroom performance that meet specific criteria.

Topic: Classroom and Instructional Modifications/Differentiation to Meet the Individual Needs of Children

Goal #2: Students will gain knowledge of differentiated instruction and understand that the framework for differentiating the curriculum entails asking: What will we teach? How will we teach? How will we measure progress? What modifications will be made to meet the needs of individual children?

Student Learning Outcomes:

- a. Students will understand that a teacher must be able to accurately identify and plan instruction to teach to the developmental abilities of students.
- b. Students will understand that instruction must be differentiated to accommodate differences in student intelligence, perception, and cognitive style.
- c. Students will understand that elementary students differ in their development and approach to learning and will create instructional opportunities that are adapted to diverse students.
- d. Students will understand that an individual student's development may differ from typical development patterns and thus will require collaboration with specialists to plan and implement appropriate learning experiences.
- e. Students will gain knowledge that will enable them to incorporate characteristics of the student's and the local community's culture into instructional strategies that support student learning.
- f. Students will understand that all children need a stimulating, inclusive, and safe learning environment.

Topic: Classroom Fieldwork, Ethnographic Observations, and Reflections

Goal #3: Students will gain knowledge of and first hand experience in special education, differentiated instruction and instruction designed specifically for children with disabilities under the direction of a special education teacher. Students will understand that ethnographic observations provide an objective means of critical thinking and reflecting upon practice.

Student Learning Outcomes:

- a. Students will understand that an Individual Education Plan guides the instructional program for each student with an identified disability that interferes with the student's learning.
- b. Students will understand that children with diverse skills from diverse backgrounds share many commonalities as well as differences and require that instructional opportunities be created and adapted to meet the needs of the diverse students.
- c. Students will understand that ethnographic observations are a vehicle for objective analysis of children and teaching practices and that the use of critical thinking in the reflective process enables the student to more readily connect theory to practice.
- d. Students will understand that a personal philosophy of education integrates beliefs and goals about working with children with disabilities in an inclusive setting. Students will prepare a written philosophy of special education that will be incorporated into their overarching philosophy of education. After additional experience during the internship year, the philosophy will be revised and modified.

III. UAF, State and National Standards Directly Addressed and Assessed in EDSE 422

Alaska Teacher, Student, Cultural Standards Directly Address in EDSE 422/622

- Alaska and UAF School of Education Teacher Standards and Guidelines for

Preparing Culturally Responsive Teachers for Alaska's Schools targeted in EDSE 422 (In order of priority): 2 (Learning Theory), 3 (Diversity), 5 (Assessment), 6 (Classroom Environment), 7(Families and Community), 1 (Philosophy), 8 (Professional Development) and 4 (Content Knowledge)

- Alaska Cultural Standards for Students targeted in EDSE 422: A, B, C, D, and E
- Alaska Student Content Standards for Students targeted in EDSE 422: History, Government and Citizenship, Skills for a Healthy Life, Science, and Technology

NCATE (National Council for Accreditation of Teacher Education) Standards for Elementary Teacher Preparation (May 2000) targeted in EDSE 422: Standards 1, 3, 4, and 5

NCATE Standard 1: Development, Learning, and Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

NCATE/ACEI Standard 3.2: Adaptation to Diverse Students

Candidates understand how elementary students differ in their development and approach to learning and create instructional opportunities that are adapted to diverse students.

NCATE Standard 3a: Integrating and Applying Knowledge for Instruction

Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

NCATE/ACEI Standard 3c: Development of Critical Thinking, Problem Solving, and Performance Skills

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills

NCATE Standard 4: Assessment for Instruction

Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

NCATE/ACEI Standard 5.3 Collaboration with Families

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

Technology Focus

Understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

IV. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including: distance delivery, asynchronous instruction via audio or eluminate live, interactive blogs, twitter feeds, small group collaborative projects, internet research, reading assignments, student presentations, classroom observation and participation.

V. COURSE POLICIES

Course Requirements

Attendance and Class Participation

Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted with Prior Written Notice for a legitimate and excused absence and will not receive full credit. Respond to the faculty expectations message in Blackboard is mandatory,

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You need to use this resource at least once during the

semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-5655, email: uaf-disabilityservices@alaska.edu or visit <http://www.uaf.edu/disability/> on the web or contact a student and enrollment services staff person at your nearest local campus. . Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

Please place your cell phones on vibrate. Students may bring their laptop computers to class to use for class research and taking notes. Please be sure that all classroom computer use is restricted to classroom assignments only.

VI. ASSIGNMENTS

- 1. Brief Introduction** on Discussion Board on Blackboard (5 points)
- 2. Faculty Expectation** on Discussion Board on Blackboard (5 points)
- 3. 15 Blog Entries** (30 points)
- 4. Chapter Examinations** 15 Exams will be administered during the semester. (15 points each) 225 points Due weekly.
- 5. Disability Presentation** Students will research an assigned disability, summarize the characteristics, and provide 5 detailed strategies to use in the classroom for students who experience that disability, and provide references for further information. Student will upload their presentation (7 slide Powerpoint or Prezi) to the Discussion Board, submit a summary of their presentation to the instructor and provide a .pdf handout for other class members via email of salient information regarding the disability. (20 points)
- 6. 504 Plan** Students will develop a 504 plan for a student based on identified needs of the student. (20 points)
- 7. Intervention Plan** Students will work through the intervention process starting with teacher concern, referral, team meetings and special education referral/testing These will be posted on Discussion Board. (20 points)
- 8. 422 IEP Plan** Students will complete an individual educational plan for a student with a learning disability from the Intervention Plan project. Pay particular attention to making sure student's present level of performance, goals/objectives, and list of

accommodations/modifications match. (30 points)

8. 622 Three Individual Education Plans Students will write 3 IEPs with attention to student's present level of performance, goals/objectives, and list of accommodations/modifications for a student with three different high incidence disabilities (OHI (ADHD), LD, SED). (30 points each total of 90 points) Post to Discussion Board and your Google portfolio site. This takes the form of a draft for each and a final for each type of IEP.

9. Community Resource Guide Students will develop a community resource webpage/notebook to include 20 local and state agencies providing nonprofit services for individuals with disabilities. Visit at least 1 site and speak with a representative about their organization and how it helps children. (20 points)

10. Classroom Management Plan Students will develop a plan to include positive reinforcement for all students, a menu of replacement behavior ideas for problem behaviors, and a crisis plan for either a medical or behavioral emergency that requires the help of another adult and to clear other students from the room for their "future" classrooms. (20 points)

11. Field Project (75 points) You are required to complete a 15-hour (NO exceptions) field experience in a school's special education resource room setting. Your placement will be coordinated with your local school district. The field experience will be completed over no less than ten weekly visits and must consist of one session a week lasting from 1 to 1 1/2 hours. You will keep an electronic journal (*Word document with most current visit on the top and turn it in weekly to the instructor via email attachment*) while engaged in this experience.

When you first contact your cooperating teacher, discuss how you can be involved while in the classroom. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. *You will present one lesson to a group of students that is coordinated with your mentor teacher.* Record date and notes from this contact in your journal. Record the day you initially contacted your cooperating teacher and ask him/her to sign it the first day you visit the class. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.

While you are observing in class, give the students and activities your full attention. Do not write in your journal while there. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class.

Avoid focusing on only on student or learning need. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry must include date of visit, summary of observations, activities that have taken place, professionals you have collaborated with, learning characteristics/needs of students and how they were met, thoughts about the experience, and mastery of English

conventions. The entry should average a full page and has a maximum point value of 5.

12. Reflective Paper Rubric on next page. Must be edited at Writing Support Center and signed. As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make education your future career. It will be double spaced with size 12-point font. Use APA 6th edition for formatting. It will have a cover page and be a final paper with no “redo” accepted. (60 Points)

13. 622 Research Paper Rubric on next page. 7-10 page research paper on the many roles of a special educator including: strategies for learners, collaboration, time management, and behavior management. Focus may include a disability category. It will be double spaced with size 12-point font. Use APA 6th edition for formatting. It will have a cover page and be a final paper with no “redo” accepted. (60 Points)

Rubrics for Papers and Critiques

	UNSATISFACTORY 0-5	BASIC 6	PROFICIENT 8	DISTINGUISHED 10
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 5 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

VII. EVALUATION/GRADING POLICY

Grading Policy Course Evaluation procedures are at the discretion of the instructor. This course is graded on a scale of A-F with grades based upon examinations which cover course content from assigned readings, class activities, projects as well as related lecture material, videos, or any class handouts, individual presentations, plans, projects, field experience, and class participation.

EDSE 422 Evaluation is based on a percentage of the total class points listed using the following grading system.

	Possible Points
Introduction	5
Faculty Expectations	5
15 Blog Entries	30
Chapter Exams—15 points each	225
Disability Presentation & Posting	20
504 Plan	20
Intervention Plan & Posting	20
Individual Education Plan & Posting	30
Community Resource Guide & Posting	20
Classroom Management Plan & Posting	20
Field Experience Project (Log/Journals/Lesson Presentation)	75
Reflective Paper Including Writing Center	60
Total	530 points

EDSE 622 Graduate Level students

	Possible Points
Introduction	5
Faculty Expectations	5
15 Blog Entries	30
Chapter Exams—15 points each	225
Disability Presentation & Posting	20
504 Plan	20
Intervention Plan	20
Three Individual Education Plans (LD, OHI, SED)- 30 pts each	90 (draft plus final)
Community Resource Guide /Posting	20
Classroom Management Plan & Posting	20
Field Experience Project (Log/Journals/Lesson Presentation)	75
Reflective Paper	60
Research Paper	60
Total	650 points

GRADING SYSTEM: The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79% [Table summarizing the "C" grades and their implications](#)

D 60 – 69%

F 59%

Effective Sept. 2012

VI. TENTATIVE COURSE CALENDAR

Class	Topic	Assignment Material should be read prior to class.	What's Due (In addition to Blogs & Chapter Exams on readings)
1	Meet via audio and/or elive Overview of Syllabus, Philosophy of Special Education, Learning Styles, Multisensory Teaching.	Gargiulo Ch. 1 Sousa Ch. 1 Yellow wheel both sides	Faculty Expectations
2	Email Fieldwork assignment Placement. Review of Special Education law as it relates to General Ed. Differentiated Instruction Intervention strategies	Gargiulo Ch. 2 Bender Ch. 1 Green wheel both sides	
3	Meet via audio and/or elive Cultural and Linguistic Diversity and Exceptionality Universal Design Accommodations and Modifications for Success	Gargiulo Ch. 3 Bender Ch. 2 Red wheel both sides	Disability Presentations Posted to Blackboard
4	Parents, Families, Exceptionality Differentiating the Learning Process Writing Goals and Objectives	Gargiulo Ch. 4 Bender Ch. 3 Bateman pp. 9-38	Intervention Plans Posted on Blackboard
5	Meet via audio and/or elive Learning Disabilities Goals, Objectives, Progress Markers. Course questions or concerns mid-evaluation.	Gargiulo Ch. 6 Bateman pp. 39-62 Sousa Ch. 2	504 Plans Posted on Blackboard
6	ADHD Sample present levels matched to IEP goals and objectives.	Gargiulo Ch. 7 Sousa Ch. 3 Bateman pp. 63-140	Community Resources Project Posted on Blackboard
7	Meet via audio and/or elive Speech and Language Impairments	Gargiulo Ch. 10 Sousa Ch. 4	1 st Draft LD IEP(s) due
8	Emotional and Behavioral Disorders	Gargiulo Ch. 8 Sousa Ch. 8	Final Draft LD IEP due 1 st Draft OHI IEP

			due
9	Autism Spectrum Disorders	Gargiulo Ch. 9 Sousa Ch. 9	1 st Draft SED IEP due Final Draft OHI IEP due
10	Intellectual Impairments Reading Disabilities	Gargiulo Ch. 5 Sousa Ch. 5	Final Draft SED IEP due 622 Research Papers due
11	Writing Disabilities	Sousa Ch. 6	Classroom Management Plan
12	Meet via audio and/or elive Mathematical Disabilities	Sousa Ch. 7	
13	Individuals with Physical Disabilities... Additional Resources	Gargiulo Ch. 13 Sousa Ch. 10	
14	Students with Gifts and Talents	Gargiulo Ch. 14	Field Experience Project signed Log, Journals, and Lesson presentation.
15	Course evaluations. Final test.		Reflective Paper