

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Elementary	College/School	School of Education
Prepared by	Jann Laiti/Carol Barnhardt	Phone	6447/6457
Email Contact	jmlaiti@alaska.edu cabarnhardt@alaska.edu	Faculty Contact	Carol Barnhardt

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	EDSE	Course #	320	No. of Credits	3
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Justify upper/lower division status & number of credits:
 This course is required for the major, to be taken at the junior level, requires prerequisite of ED 201 and EDSE 316

3. PROPOSED COURSE TITLE:
 Adapting & Accommodating Instructions for Students with Disabilities

4. To be CROSS LISTED? YES/NO

no	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? YES/NO

no	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:
 Fall and Spring

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)
 AY 2013-14 (12-13 taught as ED 393)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify)

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

9. CONTACT HOURS PER WEEK:

3

LECTURE
hours/weeksLAB
hours /weekPRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

Fieldwork hours are 15 per semester. EDSE F320 requires that university students participate in a 15 hour per semester practicum fieldwork experience in a school setting with a cooperating teacher and school-aged students. The fieldwork requirements are tightly integrated into the course requirement. In recognition of the additional time that EDSE F320 students are required to spend in a school setting EDSE 320 lecture time will be decreased accordingly. Additional information will be provided in class by the instructor.

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**Example of a complete description:****FISH F487 W, O Fisheries Management****3 Credits Offered Spring**

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. **Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)**

EDSE 320 Adapting & Accommodating Instruction for Students with Disabilities
3 credits
Fall/Spring

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 201; EDSE 316, or permission of the instructor 3+0+0

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

x

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

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, ("X" for Core) Format 8

11.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

x

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

x

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 for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

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

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

ED 201, EDSE 316, permission of instructor

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

yes

If yes, give semester, year, course #, etc.:

Fall 2012

18. ESTIMATED IMPACT

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

19. 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

X

Yes

20. 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)

21. POSITIVE AND NEGATIVE IMPACTS


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

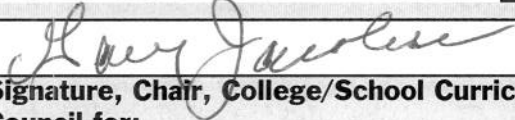
JUSTIFICATION FOR ACTION REQUESTED

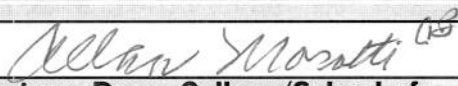
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The BA in Elementary Education degree previously used a special education course name and number that came from UAA. This occurred because when the UAF BA in Elem Ed was developed in 2001, we agreed to use the UAA name, number and content of one of their special education courses because the course could then we used by our graduates to help satisfy degree requirements for an M.Ed. in Special Education from UAA. This situation no longer exists because UAF has developed its own M.Ed. program. We now need a new special education course that is designed specifically for our BA in Elementary Education students.

APPROVALS: Add additional signature lines as needed.

	Date	10/31/12
Signature, Chair, Program/Department of:	Elem Ed	

	Date	10/31/12
Signature, Chair, College/School Curriculum Council for:	School of Ed	

	Date	10/31/12
Signature, Dean, College/School of:	School of Ed	

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

	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

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

EDSE F320: Adapting and Accommodating Instruction for Students with Disabilities

Credits: 3.0

Day & Time: Mondays, 5:30-8:30

Location: GRUE 409

Phone: (907) 474-6133

Office Hours: Mondays & Thursdays 2:00 – 4:30 PM & By Appointment

Prerequisites: ED F201 & EDSE F316 or permission of instructor

Instructor Cell Phone: (661) 478-4947

Instructor: Philip P. Patterson, PhD.

Office: Gruening Building 714A

E-mail: pppatterson@alaska.edu

Fieldwork:

EDSE F320 requires that university students participate in a 15 hour per semester practicum fieldwork experience in a school setting with a cooperating teacher and school-aged students. The fieldwork requirements are tightly integrated into the course requirements. In recognition of the additional time that EDSE 320 students are required to spend in a school setting, EDSE 320 lecture time will be decreased accordingly. Additional information will be provided in class by the instructor. Students cannot receive a final grade of “C” or better in the course without completion of the required fieldwork assignment.

Required Reading

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

Wood, J. W. (2006). *Teaching Students in Inclusive Settings: Adapting and Accommodating Instruction*. Pearson Merrill Prentice Hall. ISBN: 13-118132-7.

Note

A computer with Internet access is required throughout the course. Although this course is primarily a warm body class, at least one session may be taught using Elluminate Live! (Aka eLive), which is accessed through Blackboard. Additionally, Internet access will be required so that candidates can check their grades, attendance points, and electronically post assignments. Finally, Internet access is required because website and supplemental text/journal readings will be periodically assigned and placed on Blackboard. A UAF email address is also required.

I. COURSE DESCRIPTION

Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems will be examined. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom elementary classrooms will be provided. Field experience required. Prerequisites: ED F201; EDSE F316 or permission of instructor.

Elaboration: 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.

Candidates 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. Candidates apply learning theory to practice while observing and assisting individuals in educational and recreational settings. A technology component requires Candidates 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 candidates 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

Candidates 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.
- Council for Exceptional Children (CEC) Standards:
 1. Foundations
 2. Development & Characteristics of Learners
 3. Individual Learning Differences
 4. Instructional Strategies
 5. Learning Environments and Social Interactions
 6. Language

Major Topics and Goals

Topic: Individuals With Disabilities Education Act (IDEA), Rehabilitation Act of 1973, Americans with Disabilities Act, and Ramifications for Education Practice

Goal #1: Candidates will be able to participate in the process and procedures required to provide appropriate services to students with special needs. Student learning outcomes include the ability to respond to the following:

- a. What special education services, programs, and personnel are available for learners with exceptionalities, when are such services needed, and how are they accessed?
- b. What federal and state regulations are pertinent to the Individuals with Disabilities Act and how are they accessed?
- c. What are the responsibilities of the regular classroom teacher when developing and implementing an IEP?
- d. What are the responsibilities of the regular classroom teacher when developing and implementing a 504 Plan?
- e. How do regular classroom teachers, specialists, paraprofessionals and parents collaborate to meet the needs of students with exceptionalities?

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

Goal #2: Candidates 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 include:

- a. Candidates will understand that a teacher must be able to accurately identify and plan instruction to teach to the developmental abilities of students.
- b. Candidates will understand that instruction must be differentiated to accommodate differences in student intelligence, perception, and cognitive style.
- c. Candidates 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. Candidates 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. Candidates 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. Candidates will understand that all children need a stimulating, inclusive, and safe learning environment.

Topic: Classroom Fieldwork, Ethnographic Observations, and Reflections

Goal #3: Candidates 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. Candidates will understand that ethnographic observations provide an objective means of critical thinking and reflecting upon practice. Student learning outcomes include:

- a. Candidates 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. Candidates 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. Candidates 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. Candidates will understand that a personal philosophy of education integrates beliefs and goals about working with children with disabilities in an inclusive setting. Candidates 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.

Technology Focus

This course will encourage the understanding of local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act (IDEA). Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations will be stressed throughout the course.

IV. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including distance learning (i.e., eLive, telephone conferencing) interactive lectures, small group collaborations, role playing, guest speakers, internet research, reading assignments, student presentations, classroom observation and participation.

V. COURSE POLICIES

Attendance and Class Participation

Candidates are expected to attend on time, 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. 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 reason and will not receive full credit. More than 3 unexcused absences will result in a failing grade.

Plagiarism

Academic integrity is a basic principle that requires all Candidates 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 also includes using portions of work done by another person (e.g., fellow student) and work that has been turned in for another class ("double-dipping").** 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.

Note: Assignments are pertinent to special and general education classrooms. Candidates are expected to complete those assignments independently. Candidates should not ask supervising/field site teachers for assistance.

Professional and Ethical Behavior

UAF School of Education Candidates 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.

In-Class Conduct

It is unfortunate that this must be mentioned, but past experience makes it necessary. Chitchatting in class will not be tolerated. If you feel you must carry on a conversation in class at inappropriate times (e.g., during lectures, cooperative activities, presentations, etc.), please leave class to do so. Those chitchatting may be physically present but not mentally engaged: as such attendance and participation points will be docked. If this behavior continues a meeting with the department chair will be called.

Cell Phones and In-Class Computer Use

Please place your cell phones on vibrate. If you need to respond to a telephone call, please do so out of earshot of the class. Candidates 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. Finally, do not text, play computer games or web browse during class time. Those participating in such activities may physically be present but not mentally present: as such their attendance will be docked. If this behavior continues a meeting with the department chair will be called.

Emotional Intelligence

It is anticipated that candidates will initiate seeking clarification if information or assignments are unclear. Candidates can contact the instructor during or after class, via email, by office telephone, through appointments, or by the instructor's cell phone.

Respect

Electronic communication and in-class discussions are an integral part of this course. Often, discussions can be contentious, serious, entertaining, or boisterous. In the fever of the moment, it's possible to get carried away and forget each other's feelings. Electronic communications can also be problematic. Some communications can appear blunt if not downright rude. An underlying respect for one another helps make classroom and web experiences good ones. Remember to give the person who is speaking your undivided attention and don't over-talk or interrupt to make your points. In other words, please don't talk when a fellow student "has the floor," or for that matter, when the instructor has the floor. This is especially important for those participating in the class via telephone. It's not only common courtesy, but talking and whispering can distract, annoy, and even intimidate students around you (as well as myself). Essentially, in this classroom you should treat fellow students as you would like, and expect, to be treated yourself. For electronic communications, remember to use social pleasantries (e.g., Greetings, Dear..., Sincerely, please, etc.). Review your communications before sending them.

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 Candidates 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 Candidates 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 Candidates 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, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html> 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.

Instructor's Assumptions

1. Candidates know how to use Blackboard and connect to Elluminate Live (E-Live), if needed.
2. Candidates know to ask questions in class, via email, via telephone or via office appointments for information and clarification.
3. Candidates are capable of learning from models (e.g, demonstrations, written products, etc.).
4. Candidates know that PowerPoint presentations do not represent the complete content of classes nor are they intended to be comprehensive notes.
5. Candidates know the importance of note taking and are capable of taking accurate notes.
6. Candidates possess innate curiosity about educational processes and want to learn about a variety of policies, procedures, and practices related to special education.
7. Candidates know that it is their responsibility to retrieve assignments if absent and know how to monitor their assignment grades on Blackboard.
8. Candidates know how to track important due dates for assignments and quizzes.

VI. Assignments/Graded Activities

1. Quizzes. There will be 6 quizzes interspersed throughout the course. The quizzes will be on the previous week's assigned readings. The quizzes will be short answer in nature and will last 20 minutes each (10 points each).

2. Application assignments. There are 3 application assignments requiring Candidates to develop an explicit direct instruction (AKA 8-Step) lesson plan, a cooperative learning lesson plan, and a scientific inquiry lesson plan. The instructor will provide a general topic and template for each type of lesson plan. Additionally, candidates will be assigned a specific high incident disability and will be expect to integrate accommodations/differentiation strategies to meet the needs of those with such a disability. Lessons will be graded according to the following rubric:

Criteria	Possible Score	Your Score
All components of the lesson plan rubric were thoroughly and concisely completed.	15	
Accommodations/differentiation strategies were applicable to the disability population assigned.	10	
Accommodations/differentiation strategies were thoroughly identified.	10	

Mechanics (e.g., spelling, grammar, etc.) were appropriate.	10	
Total Points	45	

3. Demonstration lesson. Candidates will conduct an in-class lesson based upon one of the application assignment lessons plans from above (student's choice). The demonstration lesson should not last more than 15 minutes in length. At the end of the lesson, candidates are expected to briefly identify and discuss elements of the type of lesson they conducted and how they accommodated those with disabilities. Lessons will be graded according to the following rubric:

Criteria	Possible Score	Your Score
Elements of the type of lesson conducted (e.g., explicit direct instruction, cooperative learning, scientific inquiry) were easily discernable.	15	
The student exhibited professionalism and enthusiasm.	10	
Fellow students appeared engaged.	10	
Accommodations/differentiation strategies were apparent.	10	
Total Points	45	

4. Intervention & IEP Action Plan: A case study will be provided to initiate this project. Candidates will work through and identify an intervention process starting with teacher concerns, referral, team meetings and special education referral/testing and culminating in an *Individual Education Plan Action Plan* draft for the referred student, which includes possible goals and objectives. Candidates are to summarize the salient issues of the case study and prepare possible goals and objectives for an upcoming initial IEP meeting. Candidates should write using expository text, avoiding the use of bullets or outlines. Do not ask supervising teachers for assistance. A template will be provided for this activity. The following rubric will be used to grade this assignment:

Criteria	Possible Score	Your Score
Teacher concerns and student behaviors are thoroughly and succinctly identified.	15	
A thorough and succinct history of events leading to the referred is provided	10	
A thorough and succinct statement regarding the student's present levels of performance in the area(s) of suspected disability is provided.	10	
Possible and appropriate goals and objectives are suggested	10	
Total Points	45	

5. Classroom Management Plan Based upon information from a provided case study, Candidates will develop a classroom management plan to include positive reinforcement, a menu of replacement behavior ideas, and a crisis plan for emergencies. A template will be provided for this activity. The following rubric will be used to grade the classroom management plan:

Criteria	Possible Score	Your Score
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The case study student's strengths are thoroughly and succinctly identified	10	
<i>Professional</i> and appropriate information about the student is shared	10	
The problem behavior and intervention are thoroughly and succinctly stated	10	
Suggested methods of behavior recording are included and are realistic	10	
Appropriate strategies for collaborating with the family and for dealing with escalating behavior are included.	5	
Total Points	45	

6. 504 Plan Based upon a case study, candidates will develop a 504 plan for a student. A template will be provided for this activity. The following rubric will be used to grade the suggested 504 Plan:

Criteria	Possible Score	Your Score
All areas of the plan/template were addressed	10	
Components of the plan were accurate and thorough based upon the information provided in the case study.	10	
Areas needing accommodations were identified and accurate	10	
Suggested accommodations were realistic and appropriate	10	
A parent would understand the plan	5	
Total Points	45	

7. Fieldwork Lesson Plan – Develop a lesson plan (based on an instructor provided template) and teach a differentiated lesson in the classroom where you are observing, to at least one student. This lesson plan should include the following elements:

- The expected outcomes of the lesson and how these will be evaluated;
- A description of the introduction stating how prior knowledge will be activated and students will be engaged;
- A description of the instructional strategies used and options for modifying instruction for students with exceptionalities;
- A description of the assessment strategies used and options for assessing the effects of instruction for students with exceptionalities;
- A reflection of how successful the lesson was and how you would modify it in the future.

Arrange the time to teach your lesson prior to November 30th, with your cooperating teacher. Discuss what topic or content the lesson will include so that it corresponds to what the students are working on in the classroom at the time. Provide a typed copy of the lesson plan to the classroom teacher prior to the class when you teach it. After you teach the lesson, complete a reflection on how successful the lesson was. Turn in the written lesson plan to the course instructor. The following rubric will be used to grade the lesson plan.

Criteria	Possible Score	Your Score
Statement of the expected outcomes of the lesson and how they will be evaluated: <ul style="list-style-type: none"> • Statement of outcomes includes GLE or district adopted objectives; • Statement of outcomes includes higher levels of learning; • Evaluation of outcomes matches the desired outcomes. 	10	
Description of introduction <ul style="list-style-type: none"> • Introduction connects lesson to prior knowledge; • Introduction connects lesson to cultural background of students; • Introduction engages the student and invites active participation. 	10	
Description of instructional strategies <ul style="list-style-type: none"> • Instructional strategies are appropriate for content and developmental level of students; • Instructional strategies engage students in active participation; • Instructional strategies build upon student strengths. 	10	
Description of assessment strategies <ul style="list-style-type: none"> • Assessment strategies are appropriate for content and developmental level of students; • Assessment strategies take into consideration individual student differences 	10	
Reflection of success of lesson <ul style="list-style-type: none"> • Description of evidence that the student achieved the desired outcomes • Suggestions of ways to modify the lesson to improve the student's performance 	10	
Total Points	50	

8. Field Project (60 points: 50 points for journals and 10 points for log) Candidates are required to complete a 15-hour (no exceptions) field experience in an approved school's special education setting. Placements for those taking EDSE F393 will be coordinated with the Director of Field Experiences, Mrs. Patt Caldwell. The field experience will be completed over no less than ten weeks and must consist of one session a week lasting from 1 to 1 1/2 hours. All candidates are to maintain a journal while engaged in this experience and turn it in to the instructor weekly. Each journal entry should be no less than 200 type-written, double-spaced words in length. Note due dates of journal entries. Use the following heading for each journal entry:

Name _____
School _____

Observation # _____
 Date _____ Time _____

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 you may assist teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Aside from your weekly journal entries, you must maintain a time sheet (see attached). 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 sign after every visit. The completed time sheet is due no later than December 7. This must be turned in to received to pass the course.

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, identify 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, and unexpected events (note rubric below). You can also include questions and thoughts about what took place and how it relates to content covered in this class.

In your journal entries, avoid continually focusing on only on student or group. Be sensitive to confidentiality. Do not include real names of professionals or students (use made-up initials or pseudonyms). However, be consistent with the names and initials you use for each student or professional.

Each entry has a maximum point value of 5. Consult the rubric below regarding expected journal content. The length of each journal entry should average at least a full page.

At the end of your fieldwork this semester, prepare a thank-you note to your cooperating teacher. You can hand deliver it or have it delivered via mail.

Journal Rubric

Criteria	Complete = 1.0 Adequate = 0.6 Inadequate = 0.1 Missing = 0.0
The entry includes a description of the environmental, curricular, and instructional demands of the lesson(s)	
The entry includes a description of the ways that the lesson(s) matched the strengths of students with exceptionalities	
The entry includes an analysis of the errors made during the lesson(s) by students with exceptionalities	
The entry includes evidence that the lesson(s) produced the desired learning for students with exceptionalities	
The entry includes suggestions for modifying future lessons for students with exceptionalities	

The following statements are descriptions of behaviors, characteristics, or interactions that you might observe or of which you might be suspicious. **These are only examples** but they may help you in reflecting:

Environmental Demands:

Attendance

The student's poor attendance has resulted in his lack of progress in reading

Schedule

The student's tardiness means she misses reading instruction every day

Rules

The student's consistently blurts out the answer without raising his hand, which is an infraction of the rules and results in detention

Routines

The student fails to turn in homework in the proper basket, even though she has finished it, which means she spends classroom time redoing it.

Attention

The student doesn't focus on the task at hand 80% of the time

Space

The student is unable to find her work in her desk because it is stuffed full of personal objects.

Time

The student can't complete the assignment in the amount of time given

Transitions

The student gets in trouble while moving from one class to another

Curricular Demands:

Reading

The reading level of the regular textbook is too difficult for the student

Writing

The student is expected to respond to the questions with constructed short answers

Mathematics

The student is expected to be multiplying two digits numbers

Instructional Demands:

Engagement

The student doesn't read the question before answering

Resources used

The student can't read the lesson in the textbook

Personal relevance

The student is uninterested in the topic

Competition

The student doesn't get a turn because she doesn't raise her hand fast enough

Supervision

The student can't answer the questions and can't get help

Degree of Abstraction

The student seems confused about place value when completing the worksheet

Cognitive Level

<ul style="list-style-type: none"> • Examples are described in detail and based on observations • Examples are accurately identified and appropriate for students with exceptionalities 		
<ul style="list-style-type: none"> • Examples of using students' errors to improve instruction • Examples are described in detail and based on observations • Examples are accurately identified and appropriate for students with exceptionalities 	10	
<ul style="list-style-type: none"> • Possible ways to modify assessment of students' learning • Suggestions are described in enough detail to be useful • Suggestions are practical and appropriate for students with exceptionalities 	10	
Total Points	45	

10. Attendance and Participation.

Attendance is vital in this class due to the amount of information presented and the repercussions of this information on your future practices as a general or special education teacher. If Candidates are absent, it is their responsibility to catch-up on missed information. Candidates will be graded on their physical presence and engagement (e.g., asking questions, responding to questions, participation in group activities, etc. (3 points for each class. Points will be deducted for tardiness and leaving early)

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 quizzes, which cover course content from assigned readings, class activities, projects as well as related lecture material, videos, or any class handouts, individual and group presentations, plans, projects, field experience, and class participation.

EDSE F393 Evaluation is based on a percentage of the total class points listed using the following grading system.

Quizzes (10 points each)	(60 points)
Application assignments (45 points each)	(135 points)
Demonstration lesson (in-class)	(45 points)
Intervention & Individual Education Plan Action Plan	(45 points)
Classroom Management Plan	(45 points)
Group 504 Plan	(45 points)
Fieldwork lesson plan and implementation	(50 points)
Field Experience Project (Log/Journals)	(60 points)
Reflective summary paper	(45 points)
Attendance and participation	(42 points)
Total	572 points

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

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F 59%

VI. TENTATIVE COURSE CALENDAR

The tentative schedule for class topics is outlined in the following table. The instructor reserves the right to alter the class schedule or assignment schedule based upon student needs and time constraints. Additional online and print readings will be assigned throughout the course. **Chapters assigned for a designated week are expected to be read before class.**

Class	Topic	Assignment Material should be read prior to class.	What's Due
#1 9/3	Labor Day: Class does not meet		
#2 9/10	Overview of class, philosophy of special education, introductions, small group activity, and introduction to explicit direct instruction.		- Information sheet (Instructor to provide in class).
#3 9/17	Demonstration lesson. High incident disabilities. Universal design for instruction (review). Methods of instructing. Fieldwork assignments. Review of Special Education law as it relates to general education.	-Wood: Chapter 1. -Online reading: <i>Where do models of teaching come from: Multiple ways of constructing knowledge.</i>	- Confidentiality agreement (Instructor to provide in class).
#4 9/24	Accommodations vs. modifications. Differentiated instruction. School, family, and community collaboration. Response to Intervention (review). Full Inclusion: <i>Educating Peter</i> .	-Wood: Chapter 2 -Bender Chapter 1	- Application Assignment: explicit direct instruction lesson plan. - Reflective Journal #1
#5 10/1	Lesson demonstration. Low and High Incident Disabilities: ramifications for general and special educators. English language learners and special education.	-Wood: Chapters 4 & 5 -Bender Chapters 2 & 3	- Quiz - Reflective Journal #2
#6 10/8	Students with other special learning needs. Behavior intervention plans, 504 plans, and IEPS – Oh, my! Goals vs. objectives. Learning strategies.	-Wood: Chapter 5 -Bender Chapter 4	- Application Assignment: Cooperative Learning lesson plan. - Reflective Journal #3

#7 10/15	Demonstration lesson. Instructional time, peer tutoring, and strategies. Models for delivering special education services.	-Wood: Chapter 6 -Bender Chapter 5	- Quiz - Reflective Journal #4
#8 10/22	The SAALE Model	-Wood: Chapter 7. -Bender Chapter 7	- Intervention and IEP Action Plan/IEP Plans. - Journal #5
#9 10/29	Adapting the Learning Environment.	-Wood: Chapter 8 -Bender Chapter 6	- Application Assignment: Scientific Inquiry lesson plan. - Journal #6 including intervention checklist.
#10 11/5	Implementing differentiated instruction. Successful Reading programs.	-Wood: Chapter 9 -Bender: Chapter 8	-Quiz - Journal #7 -Demonstration lesson
#11 11/12	Adapting teaching techniques. Procedures for students with behavior disorders.	Wood: Chapter 10	- Quiz - Journal #8 - Demonstration lesson
#12 11/19 Note: This class session will be totally on-line. The class will <u>not</u> meet, however, online activities are required.	Go to the following website: http://iris.peabody.vanderbilt.edu/resources.html . Complete the modules for “Cultural and linguistic differences: What teachers should know” and “The pre-referral process: procedures for supporting students with academic and behavior concerns.	Complete online modules and reading posted on Blackboard.	Complete online (Blackboard) quiz.
#13 11/26	Adapting the format of content. Adapting assessment, evaluation, and grading. 504 Plans.	Wood: Chapter 12	- Classroom management plans - Journal #9 -Demonstration lesson

			- Quiz
#14 12/3	Transitions.	Wood: Chapter 13	-Journal #10 -504 Plans -Demonstration lesson
#15 12/10 Tentative Date	Class meets. Tying up loose ends.		- Reflective Summary - Demonstration lesson

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)