

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
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SUBMITTED BY:

Department	Elementary	College/School	School of Education
Prepared by	Jann Laiti/Carol Barnhardt	Phone	6447/6457
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1. ACTION DESIRED*(CHECK ONE):*Trial Course New Course **2. COURSE IDENTIFICATION:**

Dept

EDSE

Course #

316

No. of Credits

3

Justify upper/lower division status & number of credits:

This course is designed specifically for the BA in Elem major. It is a required course that should be taken at the junior level. Prerequisites include ED 201 and completion of the Praxis I exam.

3. PROPOSED COURSE TITLE:

Introduction to Special Education for Elementary Classroom Teachers

4. To be CROSS LISTED? YES/NO

no

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO

no

If yes, Dept:

Course #

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)

AY 2013-14

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)

 1 2 3 4 5 6

6 weeks to full semester

OTHER FORMAT

(specify)

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

Lecture and fieldwork required

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 F316 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 316 students are required to spend in a school setting EDSE 316 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):

EDSE 316 Introduction to Special Education for Elementary Classroom Teachers
3 credits
Fall/Spring

The course provides an introduction to special education for students preparing to become an elementary classroom teacher. It provides an in-depth understanding of concepts, strategies and issues identifying and supporting the needs of elementary students who experience disabilities. Course content includes reviews of all categorical disabilities, developmental disabilities, and laws pertinent to elementary-aged children's disabilities. Requires fieldwork in an elementary special education classroom or an inclusive general elementary classroom. Prerequisites: Ed 201 and Praxis I, or permission of 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, Format 8

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 and have taken the Praxis I exam, or 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

No

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

18. ESTIMATED IMPACT

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

This course replaces a special education course that was previously offered to BA in Elementary Education students so there will be no impact.

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

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)

None

21. POSITIVE AND NEGATIVE IMPACTS

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


Development of this course—i.e., a special education course designed specifically for students who are preparing to become elementary classroom teachers—will allow us to focus directly on special education topics and issues that are of importance and relevance for students preparing to become elementary classroom teachers. Developing this new course will allow the UAF Special Education Program to use an existing special education course (EDSE 482 which was previously used in the BAE degree) to meet the needs of UAA, UAF and UAS students who are beginning a K-12 special education graduate level program.

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.

When the BA in Elementary Education degree was developed 13 years ago, the decision was made to include two 400 level UAA special education courses as required courses so that BAE graduates could use these courses to count toward an endorsement or a graduate degree in special education. Although neither the course numbers nor the course title were really appropriate for the BAE degree (e.g., students must complete their special education courses before their senior/internship year), we did not change the numbers or titles or the course content because we wanted to be collaborative and we also wanted to contribute to alleviating the shortage of special education teachers in Alaska. However, UAF now has its own special education graduate programs and the UAF endorsement and degree programs provide the option for transferability of courses across the UAA, UAF and UAS campuses. Thus, there is no longer a need to utilize courses that were never quite appropriate for undergraduate students who are pursuing a degree as an elementary classroom teacher—not as a special education teacher. The existing EDSE 482 course “Inclusive Classrooms for All Children” will be offered as a web-based course available to graduate level special education students at UAA, UAF and UAS who are interested in becoming K-12 special education teachers. And, the BA in Elementary Ed degree will now have a 300 level course that is designed specifically for students who want to become elementary classroom teachers.

APPROVALS: Add additional signature lines as needed.

 Date 10/10/12

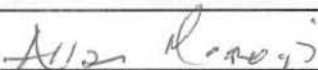
Signature, Chair, Program/Department of: Elementary

 Date 10/10/12

Signature, Chair, Program/Department of: Special Ed Special Education

 Date 10/11/12

Signature, Chair, College/School Curriculum Council for:

 Date 10/11/12

Signature, Dean, College/School of: Education

Signature of Provost (if applicable) Date

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

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

Signature, Chair Date

Faculty Senate Review Committee: Curriculum Review GAAC

EDSE 316 - Introduction to Special Education for Elementary Classroom Teachers

Fall 201X

3 credits

5:10-6:40 Tues & Thurs, Aug. XXX- Dec. XXX, 201X via audio-conference & Elluminate Live

15 hours of observation or field experience

10 hours of on-line assignments

Pre-requisite: ED 201

Personal Information:

Instructor: Ann Riley Millard, Ph.D.

Office phone: 907-547-3046 email: armillard@alaska.edu FAX: 907-547-2302

Office hours: 3:00-7:00 PM on Tues. or Thurs. or by appointment in the Elluminate Classroom or via telephone or Skype

Home phone: 907-547-2321 email: amillard@aptalaska.net FAX: 907-547-3038 (by arrangement)

Required Texts:

Hallahan, Daniel P., Kauffman, James M., Pullen, Paige C. (11th Ed) and the Casebook for Reflection and Analysis, Pearson, 2009, ISBN-10: 0-205-57104-2

Benard, Bonnie. (2004) Resiliency: What We Have Learned. West-Ed, 730 Harrison Street, San Francisco, CA 94107. ISBN 0-914409-18-2

Course Materials:

A computer with Internet access is required. If this is a problem, please contact the instructor.

A UAF email address and access to Blackboard is also required.

UAF Catalog Course Description

The course provides an introduction to special education for students preparing to become an elementary classroom teacher. It provides an in-depth understanding of concepts, strategies and issues identifying and supporting the needs of elementary students who experience disabilities. Course content includes reviews of all categorical disabilities, developmental disabilities, and laws pertinent to elementary-aged children's disabilities. Requires fieldwork in an elementary special education classroom or in an inclusive general elementary classroom.

Course Overview

This course provides an introductory overview of special education and the characteristics and learning needs of school-age children with exceptionalities. Specific course content includes:

- Definition of exceptionality;
- Importance of teacher expectations as a rationale for people-first terminology;
- Requirements of state and federal laws;
- The classroom teacher's responsibilities for identifying students for referral, trying pre-referral instructional strategies, and participating in the placement process;
- Working with students diagnosed with developmental disabilities prior to entering school;
- Rationale for inclusion of students with special needs in regular classrooms;
- Fostering resiliency and building assets in all students;
- Importance of family and community in the development of students with special needs,
- Identifying specific characteristics of children with learning disabilities, emotional-behavioral disorders, mental retardation, gifts and talents, Fetal Alcohol Syndrome/Fetal Alcohol Effects, Speech/Language impairments, ADD/ADHD, giftedness, hearing loss, visual impairments, and physical/chronic health impairment, who will require accommodations in the regular classroom.

This content is correlated with the following Alaska Teacher Standards: 2 - Learning Theory & Practice; 3 - Diversity; 5 - Assessment; 6 - Environment; and 7 - Collaboration.

The course also provides content and practical experience related to ESSAP Standards 2, 3, 5, 6, & 8.

The class uses a variety of instruction methods such as discussions, group work, on-line assignments, lectures, and guest speakers.

Overall Goal

Develop in future elementary teachers the ability to create productive relationships with exceptional learners, based on an understanding of the causes, characteristics, potential needs in the classroom, and social needs of these students and the process for getting assistance to meet their individual needs.

Course Outcomes/Guiding Questions:

After completion of this course, the future teachers will be able to:

1. Participate in the process and procedures required to provide appropriate services to elementary students.
 - a. What is current and appropriate terminology (including people-first language) related to people with special needs? (8.2)
 - b. What federal and state laws are related to special education and students' rights? (8.2,5)
 - c. Which processes and procedures are used in the identification of students eligible for special education services, particularly the pre-referral process and RTI (response to intervention)? (8.2)
 - d. What special education services, programs, and personnel are available for learners with exceptionalities, when are such services needed and how are they accessed? (8.4; 2.1; 3.2)
 - e. How do regular classroom teachers and specialists collaborate to meet the needs of students with exceptionalities? (7.1-2; 8.4)
2. Facilitate the learning of all students in the regular elementary classroom.
 - a. How are "least restrictive environment" and "inclusion" related to the education of all children? (8.2; 5)
 - b. What are teachers' responsibilities to equal and appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting situations of know or suspected abuse or neglect? (5.1; 5.4)
 - c. What are the characteristics of specific exceptionalities, including giftedness, developmental disabilities, specific learning disabilities, mental retardation, sensory impairments, physical/chronic health impairments, and emotional/disorders? (2.1,2)
 - d. What accommodations may be necessary in the general education elementary classroom due to students' learning differences and/or needs? (2.1-4; 6.3)
 - e. What is Universal Design for Learning and how does it relate to students with special needs in the regular elementary classroom? (5.1)
3. Form relationships with all students in the regular classroom that foster resilience and build assets.
 - a. What are the characteristics of a high-quality relationship between a student and a teacher? (3.4, 6.6)
 - b. How does the student-teacher relationship affect students' progress? (6.8)
 - c. How is the student-teacher relationship affected by the student's exceptionalities?
 - d. How are protective factors (or assets) developed in children with exceptionalities?
 - e. How do high expectations build assets in children with exceptionalities?

Student Learning Outcomes:

1. Maintain a field experience journal based on 15 hours of observation in an elementary classroom that includes students with special needs. Each entry should include the following:
 - a. A description of the context of the observation-date, special events, # of children in class, etc.;
 - b. A summary of the observation-in what were the students engaged, what was the typical student behavior and engagement level, how did students typically interact with each other and the adults in the classroom;
 - c. A description of the observed differences from typical development in cognitive, communication, social, and physical domains and the instructional needs of the focus student as well as how these needs were met;
 - d. Questions or thoughts about the experience and how the day's observation and experience relate to class content.

2. Write a case focused on one student, who is of particular interest to you, based on the field experience journal and your interactions with the classroom teacher, other professionals, and the student, if appropriate. This case should be modeled on the cases included in the casebook that accompanies your text. This case should:
 - a. Describe the student's relevant characteristics; draw a verbal picture of this child;
 - b. Describe the child's development in the 5 areas listed and compare to typical development. Include quotes, artifacts, and specific examples. Note the behavior and/or performance that resulted in bringing the student to the Child Find Team;
 - c. List suggestions for an intervention;
 - d. Include a resiliency wheel for this student;
 - e. Pose a question that you want the Child Find team to answer.
3. Participate in a simulation of a child study team meeting at which you present your case study. This "child study team" will be composed of your classmates, instructor, and invited guests.
 - a. Complete a teacher referral form and pre-referral intervention form as if you were referring your student for evaluation (Obtain a copy of the pre-referral forms used in your cooperating teacher's school.)
 - b. Present the case and participate in determining if the student should be referred for assessment of eligibility for special education services
4. Demonstrate knowledge of the content presented in class, in the textbook, and other assigned reading via completion of assignments and participation in class discussions.
5. Attend class and contribute to discussions.

Course requirements

- Attendance and participation - if you will be absent for any reason, please make arrangements to make up the work with the instructor. An excused absence generates no attendance or participation points. 3 or more unexcused absences will result in a failing grade;
- 15 hours of observation - you will work with the School of Education Fieldwork Placement Office, who will arrange a placement for you;
- A field experience journal to be turned in on Friday of each week;
- Reading to be completed prior to the class session for which they are assigned;
- On-line research and assignments due prior to the class session for which they are assigned;
- A written report of the focused observation presented orally in a simulated child study team meeting;
- Demonstration of attitudes and behaviors befitting a prospective teacher during the field experience and class time.

Fieldwork

EDSE F316 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 316 students are required to spend in a school setting, EDSE 316 lecture time will be decreased accordingly. Additional information will be provided in class by the instructor.

Support Services:

The UAF Writing Center, 474-5314, www.uaf.edu/english/writingcenter can provide feedback and assistance with written papers. Your class instructor is available before and after class as well as during office hours and by appointment to answer questions regarding class content and requirements.

Disability Service:

Students with disabilities are encouraged to contact The Center for Health and Counseling Disability Services at 474-5655. Your class instructor is prepared to facilitate your learning by provided whatever accommodations you require.

Honesty and Plagiarism:

Work done by another person and presented as your own constitutes plagiarism and will result in a failing class grade. For further information regarding plagiarism visit UAF Code of Ethics www.alaska.edu/bor , www.chem.uky.edu/courses/common/plagiarism.html#Examples or www.sja.ucdavis.edu/avoid.htm#guidelines and read UAF Code of Ethics in the class catalog.

AssignmentsGrading Policy

These point values should be considered minimum for mastery

Field Experience Journal	65/75 pts (see following rubric)
Case Study of Focus Student	50/60 pts (see following rubric)
Participation in simulation	20/25 pts (see following rubric)
Assignment completion	30/36 pts (3 pts per assignment)
Homework completion	24/28 pts (1 pt per session)
Discussion/Participation	24/28 pts (1 pts per session)
Attendance	<u>12/15</u> pts (.5 pt per session)
Total points	225/267 pts

Extra Credit to recover attendance and participation points is available by arrangement

A = 246-267

A- = 240-245

B+ = 230-239

B = 220-229

B- = 210-219

C+ = 205-209

C = 195-204

C- = 185-194

D+ = 175-184

D = 165-174

D- = 160-164

Readings are to be completed before the related class discussion and lecture. No points are given for completing the reading assignments. Points will be given for participation, which depend on completing and understanding the reading.

In order to pass the class, students MUST have a successful field experience—i.e., at least 65 points

Homework assignments will be given during class; Completion of homework assignments earn 1 point.

Assignments will be explained and a due date given following the related lecture. These assignments are given up to 3 points for on-time completion. .5 point will be deducted for late submission.

Grade point assigned to "-" or "+" grades is different than for the straight letter grade. IT MEANS THAT A C- AS A FINAL GRADE WILL RESULT IN YOU HAVING TO REPEAT THE CLASS.

Assignments not turned in by Dec. XX will be given a 0, unless special arrangements are made with instructor. The highest score that any assignment turned in after Dec. XX can receive is 70% of original points.

Students must make arrangements with the instructor prior to Dec. XX to receive an Incomplete.]

Field Experience Journal - Due weekly on Friday by 5:00 pm - All entries & signed log are due no later than Nov. XX, 201X - 65 points required

You are required to complete 15 hours of field experience in an inclusive regular elementary classroom setting. You may arrange the field experience with a teacher in your area or you may have the instructor help you find an appropriate placement. The field experience will be completed over **no less than 10 sessions** and each session must last at least 1 hour and not longer than 2 hours. Use the attached time sheet to record the dates and times you are in your assigned classroom. Ask the cooperating teacher to sign your logged date/time each time you visit.

When you start teaching, you will have students with a variety of functioning levels and learning needs in your classes. The purpose of these observations is to sharpen your ability to detect behavior or characteristics that may signal a need for an instructional intervention. You will also develop a more detailed personal operational definition of typical development at the grade level you are observing and the range of normal variation.

At the beginning of your observations you should observe all the students and identify behaviors or characteristics that are supporting or inhibiting assignment completion and learning. Also be aware of how the students interact with one another as well as the teacher and other adults in the classroom. About halfway through the semester, begin to focus on one student, whom you find intriguing or puzzling and who is encountering a difficulty in learning. Try to figure out what is causing the difficulty and what you would try as an intervention. You will be writing a case study, modeled on those that accompany your textbook, based on your observations.

You will document your observations in a journal while engaged in this experience. Keep your journal in enough detail to be useful when you want to write your case study. Copy the journal entry page on the following pages to a word or pages document. Record your edited field notes for each week on a separate page and email it to the instructor (armillard@alaska.edu) as an attachment or submit it to the Gradebook on Blackboard. You will find that if you submit these by 5:00 pm every Friday, the journal will not become overwhelming. Also record the date and notes from your initial contact with your cooperating teacher in your field experience journal.

Be sensitive of confidentiality! Do not include real names of any student or professional, but use made-up names or initials.

While in class give the students and the "going-ons" your full attention. Do not keep a running record, but jot down learning characteristics and needs of students you interacted with, activities taking place, assessment data including reaction to lesson and quality of assignments, quotes from students, unexpected events, inappropriate behaviors, and so on as they occur. (You may invent a system of note-taking to make this more efficient.) Also include questions and thoughts you have about what took place in the classroom and how your observations and experiences relate to the content covered in class and in the textbook. Try to find a few minutes to discuss your observation with your cooperating teacher at his or her convenience.

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 a full page. Your points for each journal entry will be multiplied by the amount of time spent in the observation to calculate your score.

Criteria	
A description of the context of the observation-date, grade level, # of children and adults in class, lesson or assignment content, grouping, changes in routine, etc.; (1 pt/hr)	
A summary of the observation-in what were the students engaged, what was the typical student behavior and engagement level, how did students typically interact with each other and the adults in the classroom; (1 pt/hr)	
A description of the observed differences from typical development in cognitive, communication, social, and physical domains and the instructional needs of the focus student as well as how these needs were met; (2 pts/hr)	
Questions or thoughts about the experience to share with your cooperating teacher and/or application of class content to the day's observation and experience. (1 pt/hr)	

Case Study of Focus Student - Due on December XX, 201X by 5:00 PM - 60 points possible

As a regular classroom teacher, one of your responsibilities will be to observe your students and identify those who need special accommodations or referral for special services. You will focus your observation on one student for whom you will complete the pre-referral form and suggestions for pre-referral intervention strategies as if you were the classroom teacher. You can obtain a copy of the pre-referral form from the EED website, your school or use the one provided by the instructor.

In addition to the pre-referral forms, you will write a case about the focus student based on your observation journal, class content, readings and experience. This case should be modeled on the cases presented in the casebook included with your textbook.

In your case study you should:

- a. Describe the student's relevant characteristics; draw a verbal picture of this child; (10 points)
 - i. General description: age, physical attributes, cultural & language background;
 - ii. Identified special needs, such as sensory impairments, physical disabilities, health problems, learning or behavior disorders
- b. Describe the child's development in the 5 areas listed and compare to typical development. Include quotes, artifacts, and specific examples. Note the behavior and/or performance that resulted in bringing the student to the Child Find Team; (25 pts)
 - i. Cognitive development
 - ii. Language development
 - iii. Social, behavior and emotional development
 - iv. Fine and gross motor development
 - v. Self-care, adaptive, and independence skills
- c. Use a list format to indicate suggestions for an intervention: (10 pts)
 - i. 2 goal statements,
 - ii. 2 accommodations, and
 - iii. 1 method of evaluating progress;
- d. Complete a resiliency wheel for this student; (12 pts)
- e. Frame a question that you want the Child Find team to answer. (3 pts)

Your case study will score using the following rubrics:

Points	Criteria
46-60	<ul style="list-style-type: none"> • Description of student is vivid and informative; all parts of the assignment demonstrate mastery of content • Reason for referral of student is thoughtfully and thoroughly described; required form is completed and contributes substantially to the decision of the child find team • Class content and / or additional information is referenced as an integral part of the paper • Language and terminology are used appropriately and consistently
31-59	<ul style="list-style-type: none"> • Description of student is clear with sufficient detail to convey the experience; all parts of the assignment demonstrate proficiency • Reason for referral of student is adequately described; required form is completed, but lacks detail or relevance • Connections between assignment and course content are included • Language and terminology are used appropriately and consistently
16-30	<ul style="list-style-type: none"> • A part of the assignment is neglected • Multiple aspects of the assignment lack detail and thoughtful consideration • Connection between the experience and course content is marginally explained • Language and terminology are appropriately used
1-15	<ul style="list-style-type: none"> • Multiple parts of the assignment are dealt with minimally • Many inaccuracies are present • Connection to course content is neglected • Language and terminology are used inaccurately

Simulation - "Child Find Team" Meeting - These will be conducted on Dec. XX and Dec. XX, if necessary. - 25 points

- Complete teacher Child Find forms as if you were bringing your student to the Preferral Team. (Obtain a copy of the pre-referral forms used in your cooperating teacher's school or download them from Blackboard or EED) - 15 points possible
- Present the case at a simulated meeting of a Child Find team. - 10 points possible

In your work as a classroom elementary teacher you will be expected to collaborate with other professionals and gather resources to meet the needs of your students. The following cooperative project will provide you with an opportunity to develop both skills.

Students will take turns presenting their case studies to a simulated "Child Find team" composed of their classmates, the instructor, and invited guests. The "Child Find team" will determine whether the student should be assessed for determination of eligibility for special education services and offer suggestions for interventions. This is a simulation; no action will result from this referral.

Students will be graded on preparation and demonstrating understanding of student's strengths, weaknesses, and response to intervention.

THE RESILIENCY WHEEL



Class Schedule - The class meets from 5:10-6:40 on Tuesdays and Thursdays

This schedule serves as the timeline for the reading assignments and project due dates as well as the lecture schedule.

Readings are to be completed before the related class discussion and lecture. No points are given for completing these assignments. Points will be given for participation, which depend on completing and understanding the reading.

Homework assignments will be given during class; Completion of homework assignments earn 1 point

Assignments will be completed following the related lecture and will be due prior to the next class period. These assignments are given 3 point for on-time completion. .5 point will be deducted for late submission.

Unless otherwise noted, classes will be conducted using Elluminate Live. Assignments may be posted on Blackboard or emailed to the instructor. (armillard@alaska.edu)

Meeting 1 - 1.5 hours - Thurs. August XX, 201XTopic: Class logistics

Reading assignments:

Syllabus

Homework assignment - Due 9/XX/1X:

Prior to class, log on to Blackboard and set up your computer to use Elluminate Live

Contact Phyllis Turnquist regarding your cooperating teacher and observation situation

Meeting 2 - 1.5 hours - Tues. September XX, 201XTopic: Overview of Special Education

Reading assignments:

Exceptional Learners, Chapter 1, pgs. 2-38

Homework assignment: Answer questions for Chapter 1 from Casebook

Assignment 1 - IDEA

Find out more about IDEA @ http://www.cec.sped.org/law_res/doc/

Meeting 3 - 1.5 hours - Thurs. September XX, 201XTopic: Fostering Resiliency in Students

Reading assignments:

Resiliency: What We Have Learned, pgs. 7-43

Homework Assignment 3: Due Sept. XX

Labeling - pg. 9 in Exceptional Learners

Meeting 4- 1.5 hours - Tues. September XX, 201XTopic: Inclusive Classrooms

Reading assignments:

Exceptional Learners, Chapter 2, pgs. 42-81

Homework 4: Due Sept. XX (only one required)

Answer questions 3 and 4 (for Chapter 2) at the end of Case #1 - "Should I Take Juanita Pope?" Email answers to instructor at armillard@alaska.edu.

Go to Chapter 2, click on the Homework and Exercises tab, select the Integration link under readings. Read the brochure and answer the questions. Submit for grading

Go to Chapter 2, click on the Homework and Exercises tab, select the Labeling link under readings. Go to the website and answer the questions. Submit for grading (this is the same site that was used for the labeling assignment for Chapter 1).

Assignment 2 (see pg. 17): Due Sept. XX

Submit the form via email to instructor.

Meeting 5- 1.5 hours - Thurs. September XX, 201X

Topic: Fostering Resiliency - School Protective Factors

Reading assignments:

Resiliency: What We Have Learned, pgs. 65-88

Homework 5: Due Sept. XX

Complete a resiliency wheel for the school where you work, where you are observing or where you went to school

Field Experience Journal Entry 1- Due on Fri., September XX, 201X

Make a copy of page 6 from your syllabus and save it as a Word document template on your desktop or in your template folder (in Word). Complete one page each Friday and email it to me describing your field experience for the week. The rubric and description of expectations are included in your syllabus.

Meeting 6- 1.5 hours - Tues. September XX, 201X

Topic: Community Diversity

Reading assignments:

Exceptional Learners, Chapter 3, pgs. 84-111

Homework 6: Due Sept. XX

Read the case study entitled "Praying for a miracle" by Margaret Darcy, pgs. 65-68. Answer questions 1 and 3 on a separate document. Email the document to me.

Assignment 3 (see pg. 18): Due Sept. XX

Go to the Alaska Native Knowledge Network <http://www.ankn.uaf.edu/>; Select the article "Indigenous Knowledge Systems_Alaska Native Ways of Knowing" by Barnhardt & Kawagley. (Also available on Blackboard)

Read the article and write a 3 paragraph response using the stem on Assignment 3. Submit it for grading via email.

THIS IS IMPORTANT - NO ALTERNATIVE ASSIGNMENTS

Meeting 7- 1.5 hours - Thurs. September XX, 201X

Topic: Fostering Resiliency - Community Protective Factors

Reading assignments:

Resiliency: What We Have Learned, pgs. 89-106

Homework 7: Due Sept. XX

Complete a resiliency wheel for the case distributed in class

Field Experience Journal Entry 2- Due on Fri., September XX, 201X

Meeting 8- 1.5 hours - Tues. September XX, 201X

Topic: Parents and families

Reading assignments:

Exceptional Learners, Chapter 4, pgs. 118-139

Homework 8: Due Sept. XX

Read "What Do We Do With Jim?" by Frieda Bailey; answer questions for reflection 3, 4, 5 & 6 at the end of the reading. Submit answers via email for grading.

Assignment 4 (see pg. 19): Due Oct. XX

Obtain a copy of Helping Students Succeed, Alaskan Style or go to the Search Institute and look for resources for families

Complete the form A4 and submit via email to armillard@alaska.edu

Meeting 9- 1.5 hours - Thurs. September XX, 201X

Topic: Fostering Resiliency - Family Protective Factors

Reading assignments:

Resiliency: What We Have Learned, pgs. 49-64

Homework 9: Due Oct. X

Complete a resiliency wheel for Jim's case

Field Experience Journal Entry 3- Due on Fri., September XX, 201X

Meeting 10- 1.5 hours - Tues. October XX, 201X

Topic: Cognitive Development/Multiple Intelligences

Reading assignments:

Select one or two of the websites and read more about intelligence

Homework 10: Due Oct. XX

Go to one of the websites listed in Chapter 5 and become an "expert" on one of the syndromes. Be prepared to share in class.

Assignment 5 (see pg. 20): Due Oct. XX

Complete the topic sentence in 3 paragraphs and submit via email for grading.

Meeting 11- 1.5 hours - Thurs. October X, 201X

Topic: Intellectual Disability

Reading assignments:

Exceptional Learners, Chapter 5, pgs. 142-178

Homework 11: Due Oct. XX

Complete a resiliency wheel for Patrick and Juanita

Field Experience Journal Entry 4- Due on Fri., October X, 201X

Meeting 12- 1.5 hours - Tues., October XX, 201X

Topic: FAS/FAE

Topic: Down syndrome - Movie The Ringer

Homework 12: Due Oct. XX

Go to the ABC's of FAS/FAE and write a 2 paragraph summary

Meeting 13- 1.5 hours - Thurs. October XX, 201X

Topic: Gifted and Talented - Movie Little Man Tate

Reading assignments:

Exceptional Learners, Chapter 15, pgs. 528-559

Homework 13: Due Oct. XX

Complete a description of Peter's cognitive development - Praying for a Miracle

Field Experience Journal Entry 5- Due on Fri., October XX, 201X

Meeting 14- 1.5 hours - Tues. October XX, 201X

Topic: Information processing, learning styles,

Reading assignments:

Self-directed

Homework 14: due Oct. XX

Complete a description of your focus student's cognitive processing and intellectual development. Include details from your observations to support your conclusions

Assignment 6: Due Oct. XX

Go to either: <http://www.ncl.org/> or <http://www.cec.sped.org/>

Select news & issues page

Find information relating to identifying learning disabilities; response to intervention; or comparing learning styles and learning disabilities.

Meeting 15- 1.5 hours - Thurs. October XX, 201X

Topic: Learning Disabilities

Reading assignments:

Exceptional Learners, Chapter 6, pgs. 124-151

Homework 15: Due Oct XX

Find a reliable website discussing dyslexia. Discuss how dyslexia fits into the category of specific learning disabilities. Submit this via email to armillard@alaska.edu

Field Experience Journal Entry 6- Due on Fri., October XX, 201X

Meeting 16- 1.5 hours - Tues. October XX, 201X

Topic: Attention-Deficit/Hyperactivity Disorders

Reading assignments:

Exceptional Learners, Chapter 7, pgs. 222-257

Homework 16: Due Oct. XX

Read "More Than LD" in the Cases for Reflection and Analysis. Answer all the questions and submit via email to instructor. Be prepared to discuss in class on Oct. XX

Assignment 7: Due Nov. XX

Compare the characteristics of students who have AD/HD and those who are gifted. Discuss how you would be able to tell the difference between the two.

Meeting 17- 1.5 hours - Thurs. October XX, 201X

Topic: Attention-Deficit/Hyperactivity Disorders

Discussion of the assignments for Oct. XX

Homework 17: Due Nov. XX

Complete a resiliency wheel for Shannon from More Than LD OR

Complete a Weblinks form for the official CHADD website

Field Experience Journal Entry 7- Due on Fri., October XX, 201X

Meeting 18- 1.5 hours - Tues. November XX, 201X

Topic: Communication Disorders

Reading assignments:

Exceptional Learners, Chapter 9, pgs. 300-333

Homework 18: Due Nov. XX

Read "Albert Says What?" in the Cases for Reflection and Analysis. Answer all of the questions and submit via email to instructor.

Assignment 8: Due Nov. XX

Compare speech disorders and language disorders in terms of learning characteristics of students with each, the severity of the impact upon learning of each and the effect upon social relationships of each.

Meeting 19- 1.5 hours - Thurs. November XX, 201X

Topic: Stuttering

Topic: Language vs. Speech Disorders

Reading assignments:

A reputable, reliable website of your choice

Homework 19: Due Nov. XX

Complete a description of the communication skills of your focus student, including both speech and language development.

Meeting 20- 1.5 hours - Tues. November XX, 201X

Topic: Hearing Impairment

Reading assignments:

Exceptional Learners, Chapter 10, pgs. 336-372

Homework 20: Due Nov. XX

Read "Least Restrictive for Whom?" in the case book. Answer the questions at the end of the case and submit via email.

Meeting 21 - 1.5 hours - Thurs., November XX, 201X

Topic: Emotional or Behavior Disorders

Reading assignments:

Exceptional Learners, Chapter 8, pgs. 260-297

Homework 21: Due Nov. XX

Read "The Red Belt" in *Cases for Reflection and Analysis*. Answer the questions at the end of the reading and submit via email to the instructor.

Field Experience Journal Entry 8- Due on Fri., Nov. XX, 201X

Meeting 22- 1.5 hours - Tues., November XX, 201X

Assignment 9: Due on Tues. Nov. XX

Read the case "Eric's Last Stand" and answer the questions at the end. Be prepared to participate in a simulated staff meeting at which this case is discussed. Submit your answers to the questions

Homework 21: Due Nov. XX

Complete a description of your focus student's development in the social/emotional domain

Field Experience Journal Entry 9- Due on Fri., November XX, 201X

Meeting 23- 1.5 hours - Thurs. November XX, 201X

Topic: Autism Spectrum Disorder

Reading assignments:

Exceptional Learners, Chapter 12, pgs. 420-453

Homework 22: Due Nov. XX

Read "Getting to Know Chase" in *Cases for Reflection and Analysis*. Answer the questions at the end of the reading and submit via email to the instructor.

Assignment 10: Due Nov. XX

Compare the students with a behavioral disorder with those with an emotional disturbance in terms of characteristics, impact upon academic achievement, and impact upon personal relationships.

Field Experience Journal Entry 10- Due on Fri., November XX, 201X

Meeting 24- 1.5 hours - Tues. November XX, 201X

Topic: Visual Impairment

Reading assignments:

Exceptional Learners, Chapter 11, pgs. 376-416

Homework 24: Due Dec. XX

Read "The Reluctant Collaborator" in *Cases for Reflection and Analysis*. Answer the questions at the end of the reading and submit via email to the instructor.

Meeting 25- 1.5 hours - Thurs., December XX, 201X

Topic: Physical and Other Health Impaired

Reading assignments:

Exceptional Learners, Chapter 14, pgs. 492-525

Meeting 26- 1.5 hours - Tues. December XX, 201X

Topic: Low-Incidence, Multiple & Severe Disabilities

Reading assignments:

Exceptional Learners, Chapter 13, pgs. 456-489

Meeting 27- 1.5 hours - Thurs. December XX, 201X

Topic: Simulated Child Study Team Meeting - Patricia

Case Study of Focused Observation - Due Fri., Dec. XX, 201X

Meeting 28 - 1.5 hours - Tues., December XX, 201X

Topic: Simulated Child Study Team Meeting

Friday, December XX - Last day to turn in all assignments -

Assignment 1

Name:

Chapter or Topic: IDEA

The url for this site is:

The name of this site is:

Which of the 6 principles did you explore?

Summarize the important points of this principle and any changes in this principle since 2004.

Assignment 2

Name:

Chapter or Topic: Ensuring Progress

Describe in your own words the following steps that you, as a general elementary classroom teacher, would follow to ensure progress for a student who is demonstrating difficulties in learning.

1. Identify the specific learning or behavior difficulty the student is demonstrating.
2. Develop a hypothesis about the source of the difficulty.
3. Develop an intervention strategy and test the student's response to the strategy.
4. Refer the student for assessment to determine eligibility for special education services.
5. Participate in the development of the IEP
6. Implement the IEP in your classroom

Assignment 3

Name:

Chapter or Topic: Cultural Diversity and Special Education

*Read the articles:

Indigenous Knowledge Systems/Alaska Native Ways of Knowing by Ray Barnhardt & A. O. Kawagley
Culture, Community, and Place in Alaska Native Education by Ray Barnhardt

Finish the following statement in 3 paragraphs. In the first paragraph, discuss the cultural difference; in the second paragraph, discuss the disability; in the third paragraph, discuss the reason for the misidentification.

Native ways of knowing or other cultural differences may be misconstrued by schools as a disability because....

*These documents are available at Go to <http://www.ankn.uaf.edu/>

Assignment 4

Name:

Chapter or Topic: Families and Resilience

Find a copy of *Helping Children Succeed Alaskan Style* at the school in your community. OR
Goto the Search Institute and find resources for families

Choose three assets from the 40 listed on the attached page.

For each asset, describe one suggestion for families to develop that asset in their children. You may use a suggestion that you find in the references or make up one of your own.

Asset:

Suggestion:

Asset:

Suggestion:

Asset:

Suggestion:

Assignment 5

Name:

Chapter or Topic: Multiple Intelligences

Finish the following statement as a topic sentence and write 3 paragraphs about it. In the first paragraph, discuss what you have learned multiple intelligences; in the second paragraph, discuss why teaching students who are gifted or have cognitive deficits may require special education; in the third paragraph, discuss the ways that knowing about multiple intelligences can be used to inform special education decisions and services.

What I have learned about multiple intelligences can be useful for teaching students who are gifted or who have cognitive deficits because....

You might find the following websites useful.

<http://www.thirteen.org/edonline/concept2class/mi/index.html>

http://www.thomasarmstrong.com/multiple_intelligences.php

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm

Assignment 6

Name:

Chapter or Topic: Learning Disabilities

Go to either: <http://www.nclld.org/> or <http://www.cec.sped.org/>

- Find information relating to identifying learning disabilities; response to intervention; or comparing learning styles and learning disabilities or another topic of your choice
- Write a brief summary of what you find and post it to the gradebook

Which site did you visit?

What topic did you choose to explore?

Write a brief summary of new information you found on this site. (2 to 3 paragraphs)

Assignment 7

Name:

Chapter or Topic: AD/HD

Compare the characteristics of elementary students who have AD/HD and those who are gifted. Discuss how you would be able to tell the difference between the two.

Assignment 8

Name:

Chapter or Topic: Communications Disorders

Compare speech disorders and language disorders in terms of learning characteristics of elementary students with each, the severity of the impact upon learning of each and the effect upon social relationships of each.

Assignment 9

Name:

Eric's Last Stand

Read the case "Eric's Last Stand" and answer the questions at the end. Be prepared to participate in a simulated staff meeting at which this case is discussed. Submit your answers to the questions via email.

Assignment 10

Name:

Social/Emotional Disorders

Compare elementary students with a behavioral disorder with those with an emotional disturbance in terms of characteristics, impact upon academic achievement, and impact upon personal relationships.