

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

**1. COURSE IDENTIFICATION:**

Dept	EDSE	Course #	622	No. of Credits	3
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COURSE TITLE	Curriculum and Strategies II: High Incidence
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**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	
PREQUISITES				FREQUENCY OF OFFERING	
CREDITS (including credit distribution)		3+0 +1		COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
OTHER (please specify)					

**3. 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 type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

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

H = Humanities ☐

S = Social Sciences ☐

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

YES ☐

NO ☐

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

O = Oral Intensive, Format 6 also submitted ☐

W = Writing Intensive, Format 7 submitted ☐

Natural Science, Format 8 submitted ☐

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES ☐

NO ☒

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

How many times may the course be repeated for credit?

TIMES

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

CREDITS

**6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

**EDSE F422 Curriculum and Strategies II: High Incidence**

3 Credits

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

**EDSE F622 Curriculum and Strategies II: High Incidence**

3 Credits

Offered Spring; As Demand Warrants

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

**7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

**EDSE F422 Curriculum and Strategies II: High Incidence**

3 Credits

Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required. Prerequisites: ED F201, EDSE F482. Stacked with EDSE 622. (3+0+1)

**EDSE F622 Curriculum and Strategies II: High Incidence**

3 Credits

Offered Spring; As Demand Warrants

Development, implementation, support, and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention/deficit hyperactivity disorder (ADHD), specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Stacked with EDSE 422 (3+0+1)

**8. IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☒ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

**9. GRADING SYSTEM: Specify only one**

LETTER: ☒ X

PASS/FAIL: ☐

**10. ESTIMATED IMPACT**

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

None

**11. LIBRARY COLLECTIONS**

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

No

☐

Yes

☒ X

10/10/08. Library has over 900 books and numerous journals in the special education field. Request was submitted for new book acquisition.

**12. IMPACTS ON PROGRAMS/DEPTS:**

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

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

None

**13. POSITIVE AND NEGATIVE IMPACTS**

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

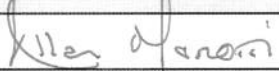
This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

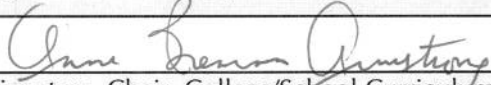
**JUSTIFICATION FOR ACTION REQUESTED**

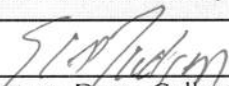
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

Catalog needs to reflect the amount of fieldwork required for the course.

**APPROVALS:**

 Date 8-24-10  
Signature, Chair, Program/Department of: \_\_\_\_\_

 Date 9-07-2010  
Signature, Chair, College/School Curriculum Council for: \_\_\_\_\_

 Date 9/8/10  
Signature, Dean, College/School of: \_\_\_\_\_

\_\_\_\_\_  
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, UAF Faculty Senate Curriculum Review Committee Date \_\_\_\_\_

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

\_\_\_\_\_  
Signature, Chair, Program/Department of: \_\_\_\_\_ Date \_\_\_\_\_

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

\_\_\_\_\_  
Signature, Dean, College/School of: \_\_\_\_\_ Date \_\_\_\_\_

**UAF School of Education:**

*“Preparing professional educators who are culturally responsive, effective practitioners”*

**EDSE 422/EDSE 622: CURRICULUM AND STRATEGIES II: HIGH  
INCIDENCE  
Spring 2009**

**Credits:** 3.0

**Day & Time:** Mondays, 5:15-8:15

**Location:** Room 150, Old UPark and via distance delivery

**Phone:** 474-1557

**Office Hours:** Mondays 2:30 – 4:30 & By Appointment

**Prerequisites:** none

**Required Readings**

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

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

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

Taylor & Smiley, Exceptional Students: Preparing Teachers for the 21<sup>st</sup> Century.  
McGraw-Hill Higher Education. ISBN: 9780072866373

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

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

**WEBSITES RELATED TO SPECIAL EDUCATION**

State of Alaska

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

Websites Related to Special Education

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

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

Websites Related to Alaska Native Studies

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

List of Professional Organizations

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

## **I. COURSE DESCRIPTION**

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

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

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

### Alignment With School of Education Mission

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

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

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

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

## **II. COURSE GOALS & STUDENT LEARNING OUTCOMES**

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

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

### **Major Topics**

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

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

Student Learning Outcomes:

- a. Students will be able to identify services that are guaranteed to students with disabilities and their families under state and federal laws and will know how to access state and federal regulations pertinent to the Individuals with Disabilities Education Act.
- b. Students will be able to understand that the classroom teacher has a shared

responsibility for recognizing and initiating the referral process for a child who is not succeeding in the classroom.

c. Students will be able to understand that a teacher must apply learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

d. Students will be able to understand that an Individual Education Plan is a legal document detailing the educational program and required support services for a student with disabilities.

e. Students will be able to understand that Section 504 of the Vocational rehabilitation Act of 1975 provides services/program modifications for students who do not qualify for special education but have significant deficits in classroom performance that meet specific criteria.

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

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

**Student Learning Outcomes:**

a. Students will understand that a teacher must be able to accurately identify and plan instruction to teach to the developmental abilities of students.

b. Students will understand that instruction must be differentiated to accommodate differences in student intelligence, perception, and cognitive style.

c. Students will understand that elementary students differ in their development and approach to learning and will create instructional opportunities that are adapted to diverse students.

d. Students will understand that an individual student's development may differ from typical development patterns and thus will require collaboration with specialists to plan and implement appropriate learning experiences.

e. Students will gain knowledge that will enable them to incorporate characteristics of the student's and the local community's culture into instructional strategies that support student learning.

f. Students will understand that all children need a stimulating, inclusive, and safe learning environment.

**Topic: Classroom Fieldwork, Ethnographic Observations, and Reflections**

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

**Student Learning Outcomes:**

a. Students will understand that an Individual Education Plan guides the instructional

program for each student with an identified disability that interferes with the student's learning.

b. Students will understand that children with diverse skills from diverse backgrounds share many commonalities as well as differences and require that instructional opportunities be created and adapted to meet the needs of the diverse students.

c. Students will understand that ethnographic observations are a vehicle for objective analysis of children and teaching practices and that the use of critical thinking in the reflective process enables the student to more readily connect theory to practice.

d. Students will understand that a personal philosophy of education integrates beliefs and goals about working with children with disabilities in an inclusive setting. Students will prepare a written philosophy of special education that will be incorporated into their overarching philosophy of education. After additional experience during the internship year, the philosophy will be revised and modified.

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

#### **Alaska Teacher, Student, Cultural Standards Directly Address in EDSE 422**

- Alaska and UAF School of Education Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools targeted in EDSE 422 (In order of priority): 2 (Learning Theory), 3 (Diversity), 5 (Assessment), 6 (Classroom Environment), 7 (Families and Community), 1 (Philosophy), 8 (Professional Development) and 4 (Content Knowledge)
- Alaska Cultural Standards for Students targeted in EDSE 422: A, B, C, D, and E
- Alaska Student Content Standards for Students targeted in EDSE 422: History, Government and Citizenship, Skills for a Healthy Life, Science, and Technology

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

##### **NCATE Standard 1: Development, Learning, and Motivation**

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

##### **NCATE/ACEI Standard 3.2: Adaptation to Diverse Students**

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

##### **NCATE Standard 3a: Integrating and Applying Knowledge for Instruction**

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

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

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

##### **NCATE Standard 4: Assessment for Instruction**

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

##### **NCATE/ACEI Standard 5.3 Collaboration with Families**

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



### **Technology Focus**

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

### **IV. INSTRUCTIONAL METHODS**

This course will be taught using a variety of teaching methods including interactive lectures, small group collaborative projects, guest speakers, internet research, reading assignments, student presentations, classroom observation and participation.

### **V. COURSE POLICIES**

#### **Course Requirements**

#### **Attendance and Class Participation**

Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

### **ASSIGNMENTS**

**Examinations** 15 Exams will be administered during the semester.

(25 points each) **Due weekly**

**Disability Presentation** Students will research an assigned disability and present a 10-15 minute presentation including visual aids for the class. Student will submit a summary of their presentation to the instructor and provide a handout for other class members of salient information regarding the disability. (25 points)

**Intervention Plan** Students will work through the intervention process starting with teacher concern, referral, team meetings and special education referral/testing and culminating in an Individual Education Plan for the referred student. (25 points)

**Three Individual Education Plans** Students will write IEP goals and objectives for a student with three different high incidence disabilities (ADHD, LD, ED). (25 points each)

**Community Resource Guide** Students will develop a community resource notebook to include local and state agencies providing nonprofit services for individuals with disabilities. (20 points)

**Classroom Management Plan** Students will develop a classroom management plan to include positive reinforcement for all students, a menu of replacement behavior ideas, and a crisis plan for emergencies for their “future” classrooms. (20 points)

**Group 504 Plan** Students will develop a 504 plan for a student based on identified needs of the student. Groups will present to class completed plan. (25 points)

**Attendance/Class Participation** Attendance is vital in this class due to the number of presentations both individual and group. (3 points for each class including final exam

day) Due weekly

**Field Project** All students are required to complete 15 hours of fieldwork. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required. Students will reflect on the teaching style and effective teaching strategies used by their supervising teacher. Each student will be asked to complete a differentiated instruction short unit/lesson that they will teach at their fieldwork site. (Log/journal and Unit 50 points)

### **Plagiarism**

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

### **Professional and Ethical Behavior**

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

### **Student Code of Conduct and Expect Classroom Etiquette**

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

### **Academic Support Services**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

### **Disabilities Services**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for

services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, [fydso@uaf.edu](mailto: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.

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

## **VI. TENTATIVE COURSE CALENDAR**

Class 1: Overview of Class, Philosophy of Special Education, Introductions and small group activities. Read Chapters 1 and 2. Outline pages 45 –56.

Class 2: Fieldwork assignments. Disability presentations. Review of Special Education law as it relates to General Education. Read Chapter 4. Be ready to share information you have found by searching Internet sites for information on NCLB and IDEIA Intervention Groups assigned.

Class 3: Intervention Group presentations. **693 Individual Intervention presentations** Individual Intervention papers due. Read Chapter 5.

Class 4: Read Chapter 3. Group activities and discussion how the card and wheels will help.

Class 5. Course questions or concerns mid-evaluation. Read Chapters 9 and 10. Outline strategies for reading presented in these chapters.  
Guest Speaker: FNSBSD Assistant Sped Director

Class 6. Reading Strategies group activities. Read chapter 7 outline pages 242 to 248.  
Guest Speaker: Speech Pathologist

Class 7: Prepare group 504 presentations. Read chapter 8.  
Guest Speaker: Reading Specialist

Class 8: 504 group presentations due. **693 Individual 504 presentations due** Outline strategies for Math in chapters 9 and 10.

Class 9 Read Chapter 6. Fieldwork discussions including using the tools.

Class 10: Math Strategies/group activities. IEP groups/individuals prepare presentation.

Group Discussion on readings. Guest Speaker: Math teacher

Class 11: Group IEP Presentations. **693 Individual IEP presentations due** Classroom management and Social Skills strategies presentation. Read Chapter 11.

Guest Speaker: FNSBSD Coordinator Emotionally Disturbed.

Class 12: Community Resources Project due, be ready to share. Read chapter 11 Look up the dyslexia, dysgraphia, and dyscalculia on the Internet and be ready to share what you have learned. What's Dys? (Dyslexia, Dysgraphia and Dyscalculia) all about?

Guest Speaker: FNSBSD Autism teacher

Class 13: Mini-Unit/Lesson Presentations if needed. Read Chapter 13.

Class 14: Classroom Management Plan due. Assessments and Evaluation Presentation.

Guest Speaker:

Class 15: Course evaluations. All assignments are due today. Final Presentations, Journals, Mini Units/Lessons and Logs from Fieldwork due. Final test.

## **VII. EVALUATION/GRADING POLICY**

### **Grading Policy**

Course Evaluation procedures are at the discretion of the instructor. This course is graded on a scale of A-F with grades based upon examinations which cover course content from assigned readings, class activities, projects as well as related lecture material, videos, or any class handouts, individual and group presentations, plans, projects, field experience, and class participation. The instructor will provide Rubric for more specific information on how each assignment will be graded.

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

EDSE 422

Weekly Exams—25 points each	(350 points)
Disability Presentation	(25 points)
Intervention Plan	(25 points)
Group Individual Education Plans	(25 points)
Community Resource Guide	(20 points)
Classroom Management Plan	(20 points)
Group 504 Plan	(25 points)
Attendance 3 points per meeting (including final) Weekly	(45 points)
Field Experience Project (Log/Journals/Teach Unit)	(50 points)
<b>Total</b>	<b>585 points</b>

**Graduate Level students will be expected to do the group projects (Interventions, 504s, IEPs) individually, do three IEPs ( LD, ADHD, ED) and a 5 page research paper on the many roles a special educator, time management, and behavior management.**

EDSE 693

Weekly Exams—25 points each	(350 points)
Disability Presentation	(25 points)
Intervention Plan	(25 points)
Three Individual Education Plans	(75 points)
Community Resource Guide	(20 points)
Classroom Management Plan	(20 points)
504 Plan	(25 points)
Attendance 3 points per meeting (including final) Weekly	(45 points)
Field Experience Project (Log/Journals/Teach Unit)	(50 points)
Research Paper	(65 points)
<b>Total</b>	<b>700 points</b>

**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%

Effective Spring 2009