Code # Enter text…

**Letter of Notifications**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Gwendolyn L. Neal | 2/2/2015 |   **Department Curriculum Committee Chair** | |  |  | | --- | --- | | Joanna Grymes | 2/2/2015 |   **COPE Chair (if applicable)** |
| |  |  | | --- | --- | | Steve Bounds | 2/2/2015 |   **Department Chair:** | |  |  | | --- | --- | | Mary Jane Bradley | 2/2/2015 |   **Head of Unit (If applicable)** |
| |  |  | | --- | --- | | Wayne W. Wilkinson | 2/2/2015 |   **College Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Undergraduate Curriculum Council Chair** |
| |  |  | | --- | --- | | Mary Jane Bradley | 2/2/2015 |   **College Dean** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Vice Chancellor for Academic Affairs** |

**If you require to fill out a Letter of Notification, please email** [**curriculum@astate.edu**](mailto:curriculum@astate.edu) **or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.**

**1.Contact Person** (Name, Email Address, Phone Number)

Dr. Gwen Neal [gneal@astate.edu](mailto:gneal@astate.edu) 870-972-3062

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

N/A

**LETTER OF NOTIFICATION – 13**

**EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY**

***Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.***

**Definitions**

***Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).***

***Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.***

***Distance program – When at least 50% of the major courses are delivered via distance technology.***

1. Institution submitting request: *Arkansas State University*
2. Contact person/title: *Dr. Gwen Neal, Associate Professor of Special Education*
3. Telephone number/e-mail address: *870-972-3062,* gneal@astate.edu
4. Name of Existing Certificate or Degree: *Master of Science in Special Education K-12*
5. *Fall 2015,*
6. CIP Code: *13.1001*
7. Degree Code: *7005*

**PROGRAM INFORMATION**

1. Program summary/justification for offering program by distance technology:  
     
   *There is an increasing population of working adults who desire to enhance their education but find traditional college attendance unfeasible due to work constraints, etc. Thus, many working adults prefer the flexibility of an online degree, since completion of an online degree will provide opportunities for career change or career enhancement. The current Masters in Special Education K-12 degree program at Arkansas State University is a flexible degree that gives students the necessary theory and skills to advance in their career and life goals as a special education teacher. Special Education in Arkansas is an area of critical shortage. Offering this degree online will expand the availability of the degree and give working adults an edge in a competitive world, as well as provide needed services to children and families with special needs.*

Provide the current certificate/degree plan. Mark\* courses that will be taught by adjunct faculty.  
  
9. *All courses taught by regular faculty members*

M.S.E Special Education K-12

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Hours** | **K-12 POS** | **Syllabi** | **Instructor** | **Course Rotation** |
| ELAD 6423 | Special Education Law | 3 |  |  | C. Nichols | Spring/Sum |
| ELFN 6763 | Philosophies of Education | 3 |  |  | Shaw | Fall/Spring/ Summer |
| ELFN 6773 | Introduction to Statistics and Research | 3 |  |  | Bounds | Fall/Spring/ Summer |
| ELSE 5083 | Collaboration for Special Education Service Delivery | 3 |  |  | Nichols | Spring/ Summer |
| ELSE 6023 | Characteristics of Individuals with Disabilities | 3 |  |  | Neal | Fall/Summer |
| ELSE 5043 | Educational Diagnosis and Assessment in Special Education | 3 |  |  | Davis | Fall/Summer |
| ELSE  6073 | Educational Procedures for Individuals with Moderate-Profound Disabilities | 3 |  |  | Singleton | Spring/  Summer |
| ELSE 6053 | Educational Procedures for Individuals with Mild Disabilities | 3 |  |  | Singleton | Fall/Summer |
| ELSE  6163 | Positive Behavior Interventions and Supports | 3 |  |  | Davis | Spring/ Summer |
| ELSE  6183 | Teaching Students with Autism Spectrum Disorders | 3 |  |  | Neal | Fall/Summer |
| ELSE  6013 | Contemporary Issues in Special Education | 3 |  |  | Neal | Fall/Summer |
| ELSE  6193 | Laboratory I Experiences | 3 | 14 weeks |  | C. Nichols | Fall/Spring/ Summer |

36 Hours

1. Provide the list of courses, include course number/title, for the certificate/degree program currently offered by distance technology.  
     
   100% Online – See Chart on Item #9.

11. If 100% of the program will not be offered by distance technology, list courses that **will not** be offered by distance technology.  
  
*N/A*

1. For existing courses that will be offered by distance technology (for the first time), provide the course syllabus for each of these courses for the certificate/degree program and indicate the maximum class size for each distance course.  
     
   *Please see Appendix A for syllabi. Maximum class size is 999 students for all courses in program.*
2. If new courses will be added, provide the list of new courses (proposed course number/title) and the new course descriptions for the certificate/degree.

*ELSE 6013 Contemporary Issues in Special Education This course prepares teachers to meet the needs of elementary and secondary students with learning and behavior problems in a variety of settings based on current research and best practices*.

*ELSE 6163: Positive Behavior Interventions and Support. This course provides a basis of understanding and addresses behavior challenges of diverse learners. A range of issues, concepts, and practices centering on Positive Behavior Interventions and Support (PBIS) in school, communities, and other social settings.*

*ELSE 6183 Teaching students with Autism Spectrum Disorders A comprehensive, research-based study and overview of Autism Spectrum Disorders (ASD).*

*ELSE 6193 Laboratory Experiences Special Education Laboratory Experience is the internship component of the MSE in Special Education K-12 program. Candidates will develop and implement field-based projects for the purpose of applying the knowledge and skills sets obtained in all courses leading up to the Laboratory Experience course. Implementation of projects will take place in a special education setting to provide an opportunity for candidates to work with students with exceptionalities. Emphasis is on practical application of theoretical methods. Prerequisites: Passage of Special Education Praxis II and permission from advisor.*

1. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

See Appendix A for Course Syllabi

Course delivery mode (check all that apply):

Online X

Compressed-video (CIV)

Audio Conference

Video Conference

Web Conference

Blended delivery (identify components)

Class interaction mode (check all that apply):

Electronic bulletin boards X

E-mail X

Telephone X

Fax

Chat X

Blog X

Other (specify) X – Zoom technology

1. Provide the percentage of the program that is offered via distance (50%, 75%, etc.).  
     
   *100%*
2. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.  
    *Students may contact the instructor via the instructor’s email address, and instructors will have discussion with students via the Blackboard Learn Platform dependent on the course. Students may interact with Instructors through Skype, Zoom, or Blackboard Collaborate. Students may also call the instructor on the phone using the phone number provided by the instructor.*
3. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.   
   See Chart on Item #9.
4. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) **Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program.** Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.

*This program will use recruitment services provided through Academic Online Services (AOS) and Arkansas State University and partnerships already in place in the Educator Preparation Provider (EPP) and Educational Renewal Zone (ERZ)to recruit potential students.*

1. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.  
     
   *This program is a revision/update of the old P-4 and 4-12 Instructional Specialist in Special Education so most costs are already in place. For summer classes, faculty will be paid for courses according to ASTATE summer salary guidelines (a rate of 13.88% of the preceding nine-month faculty salary.*
2. Provide institutional curriculum committee review/approval date for proposed distance technology program.  
     
   Spring 2015
3. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]  
     
   The department curriculum committee, college curriculum committee, COPE, and graduate council has been notified of the continuation of this program as 100% online delivery
4. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

Appendix A



**School of Teacher Education and Leadership**

**ELSE 6013 Contemporary Issues in Special Education**

1. **Course Information**

ELSE 6013 Contemporary Issues in Special Education

Professor: Gwendolyn Neal, Ed. D.

Office: **Education and Leadership Studies, room 209**

**E-mail: gneal@astate.edu**

Phone: 870-972-3062

Fax: (870) 680-8130

Virtual Office Hours: Monday – Thursday 10:30 AM – 1:30 PM

For use as Arkansas professional development hours, access the following website:

<http://www.arkansased.gov/divisions/learning-services/professional-development>

**Textbook(s) Readings**

A. Primary Text:

Vaughn, S., & Bos, C. (2012). *Strategies for Teaching Students with Learning and Behavior Problems* (9th Ed.). Upper Saddle River, NJ: Pearson.

1. **Purpose and Goals of the Course**

A study of current trends, research, publications, and programming.

This course is designed to help prepare teachers to recognize the learning and behavioral needs of elementary through secondary students with learning and behavior difficulties. This class focuses on preparing teachers to support students’ learning and behavioral needs through effective assessment and instructional strategies that relate to reading, writing, and mathematics.

1. **Course Objectives/Student Outcomes**

Objectives are coded to State’s Competencies for K-12 Special Education. These competencies are identical to the Council for Exceptional Children (CEC) Knowledge and Skills for Special Educators and coded as such. Also, the competencies are aligned to the Arkansas Teacher Standards (ATS) (INTASC) standards. These competencies provide the fundamental knowledge base for the development of course objectives. In addition, all objectives align with Praxis II (PR).

At the completion of the course the students should be able to demonstrate knowledge of the following:

1. **Linkage to CEC Standards / AR Teacher Competencies Grades K-12 / Praxis II**

**Standard 1: Learner Development and Individual Learning Differences**

1.2 Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities. (PR 1)

**Standard 2: Learning Environments**

2.2 Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (PR.2)

**Standard 3: Curricular Content Knowledge**

3.1 Ability to understand the central concepts, structures of the discipline, and tools of inquiry of the content areas that are taught, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. (PR.3)

3.2 Ability to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (PR.3)

3.3 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities. (PR.3)

3.4 Knowledge of English/Language Arts/Literacy for learners with exceptionalities including: Teaching Reading, Using Literacy Assessment and Intervention; Teaching Child and Adolescent Literature, Teaching Integrated Language Arts. (PR.3)

3.7 Knowledge of Social Science for learners with exceptionalities (PR.3)

**Standard 4: Assessment**

4.1 Ability to select and use technically sound formal and informal assessments that minimize bias. (PR.4)

**Standard 5: Instructional Planning and Strategies**

5.1 Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (PR.2)

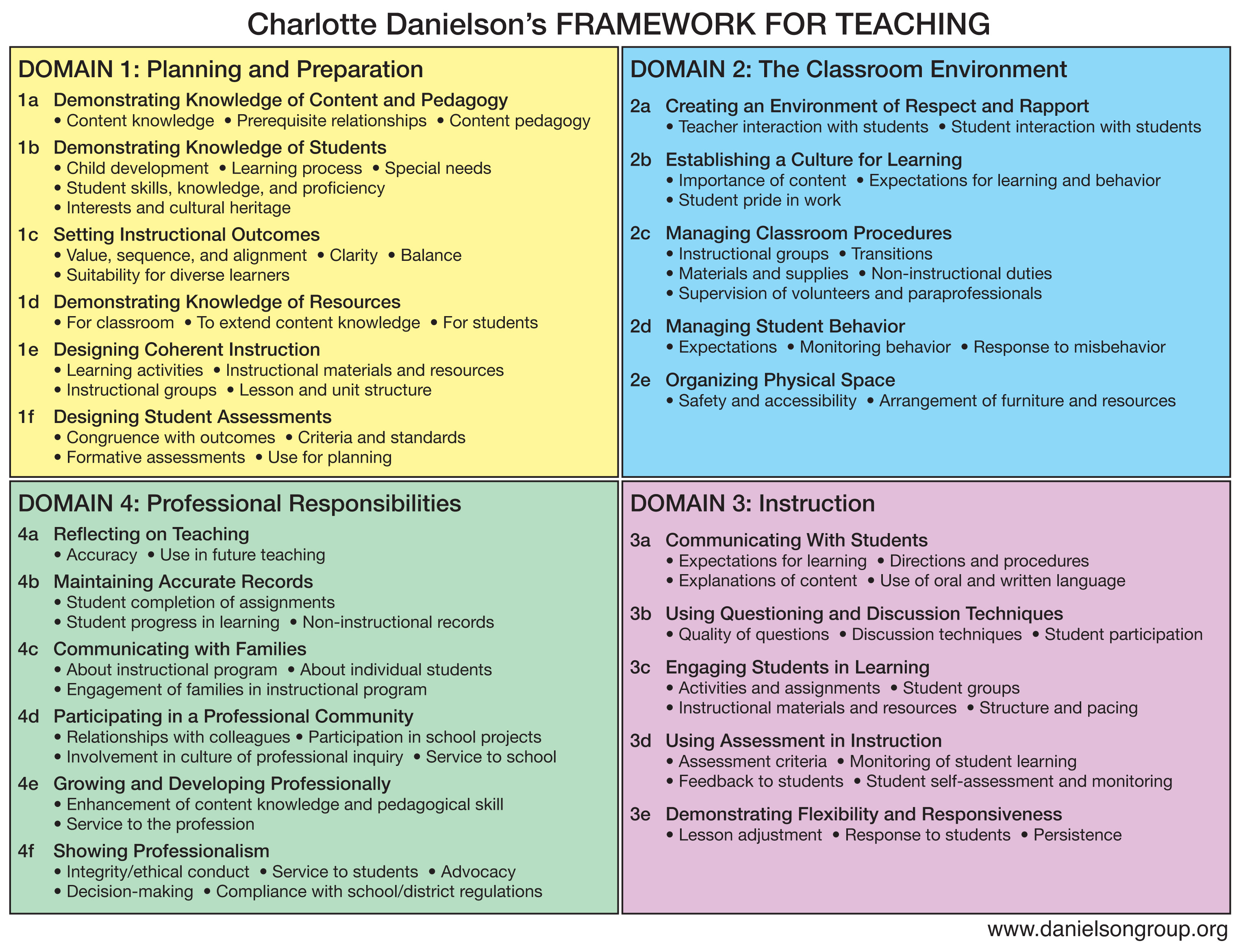
5.2 Ability to use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (PR.2)

5.4 Ability to use strategies to enhance language development and communication skills of individuals with exceptionalities. (PR.2)

**Standard 6: Professional Learning and Ethical Practice**

6.1 Knowledge of legal foundations for special education. (PR.6)

1. **Linkage to Teacher Excellence Support System (TESS):**

[**http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg**](http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg)

Domain 1: Planning and Preparation: 1a through 1f

Domain 2: The Classroom Environment: 2a through 2e

Domain 3: Instruction: 3a through 3e

Domain 4: Professional Responsibilities: 4a through 4f

1. **Diversity Related CEC Standards**

ISCI1K5. Candidates recognize cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

ISCI1K12. Candidates recognize differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences.

ISCI2K7. Candidates recognize strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

ISCI2K8. Candidates understand ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage.

ISCI2S13. Candidates organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.

ISCI4S6. Candidates use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

ISCI5S6. Candidates develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

ISCI6S6. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.

ISCI7S10. Candidates communicate effectively with families of individuals with exceptionalities from diverse backgrounds.

1. **Strengthening and Enriching Learning Conceptual Framework:**

1.2.b Promotes and applies ethical and legal standards in decision-making.

1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.

2.1.a Understands societal factors such as gender, race, social class, ethnicity,

ability, sexual orientation, age, and religion that impact student learning.

2.2.a Plans and creates experiences that help all students learn.

2.2.b Demonstrates ability to build collaborative relationships among schools,

families, and communities.

2.3.a Values and respects individuals and their differences.

2.3.b Believes all students can learn.

3.2.c Selects and develops strategies and technologies, based on research and

experience, to help all students learn.

3.2.d Reflects to enhance professional practice.

4.1.a Understands the complexities of social systems that impact student learning.

4.2.a Demonstrates a high level of skill in identifying the human, material and

technological resources necessary to be effective within their professional

role.

4.2.b Demonstrates understanding of developmentally appropriate individual,

family, and group strategies for working with diverse populations.

4.3.a Values the intertwining role of family, community, and schools and their

impact on student learning.

1. **Educational Leadership Policy Standards: ISLLC**

**Standard 1C**. Create and implement plans to achieve goals

**Standard 2A**. Nurture and sustain a couture of collaboration, trust, learning and high expectations.

2C. Create a personalized and motivation learning environment for students.

2G. Maximize time spent on quality instruction

**Standard 4C**. Build and sustain positive relationships with families and caregivers

1. **Course Assessment and Performance Measures**

Performance Indicators

1. Students will have a variety of activities that require them to collaborate with peers and individuals in the school and community.
   1. **Field-Based Activity: (2 @ 50 points ea.)** – To increase students’ awareness and understanding of the specific strategies and techniques used to address various issues faced by students with disabilities. These activities are designed help prepare teachers to recognize the learning and behavioral needs of their students, utilize effective assessment techniques, analyze data to plan evidence-based instructional strategies, and continually monitor student progress. CEC Linkage: Standard: 6
   2. **Subject Specific Plans Project: (3 @ 100 pts. each)** -- Students will design three content specific lesson plans that could be taught in an inclusive classroom and/or within a resource class. The project must delineate the specific roles of each teacher and include accommodations for students with varying disabilities. CEC Linkage: Standards: 1, 2, 3, 5, 6, 7
   3. **Chapter Quizzes: (2 @ 90 points)** -- Students will complete two quizzes. These activities are used to assess your foundational knowledge of methods; strategies and planning that allows you to plan, teach, and engage effectively in your classroom.

CEC Linkage: Standards 1, 2, 6, 7

* 1. **Two Online Discussion Board Assignments: (10 pts. each):** The discussion topics posted are intended to promote additional thinking about the ideas related to the assigned readings. Students will respond to reflective prompts concerning their experiences with teaching students with learning and behavior difficulties. These prompts will allow students to reflect on assessment and instructional strategies that relate to reading, writing, and mathematics. The discussion will also serve to answer your questions and expand on issues covered in class. The student will log into the course discussion forum, post a thoughtful initial response to the question or topic, and then engage in an interactive exchange. It is important to dialogue with classmates in a timely manner throughout the posting interval. It is expected that you will post on more than one day to stay engaged. Expressing a diversity of opinions is encouraged during discussions. We learn the most when we keep an open mind to new ideas and really listen to and consider different points of view. It is important to keep all debates scholarly; and communicate in a respectful, civil manner. CEC Linkage: 6, 7
  2. **Personal Introduction Blog (10 points):** Since this is an online course and we are communicating at a distance, this activity is designed to help create a supportive learning environment and a sense of community. Please post an introduction of yourself to the rest of the class on the discussion blog. Feel free to share information about yourself, your family, your professional goals, course expectations, etc.
  3. **Weekly Critical Response Journal** **(6 @ 20 points each**) – Your journal is designed for you to reflect on your leadership role as a culturally proficient educator. Throughout the course, students will respond to reflective prompts concerning their experiences with special education in education from a learner’s/educator’s perspective. The purpose of the reflective journal assignment is to provide a way for you to show achievement of course objectives, demonstrate understanding of assigned readings, individual learning goals, and your critical thinking. In the reflective journal, students demonstrate analysis and evaluation of the key concepts of the course as they relate to educating students with special needs. *All content in the journals is considered to be* ***confidential*** *between the instructor and the student.* Keeping a reflective learning journal is a useful means to ensure that you get the most out of this self-study course. Journal entries should be a critical reflection of what you learned, what helped you learn, what this learning meant to you, and how you might apply this expanded understanding in your teaching and future leadership.

1. **Evaluation Procedures:**

Remember to keep all assignments in an electronic format in a safe location (i.e., jump-drives, home computers, etc.), making duplicate copies, because you may opt to use them as artifacts when you complete your portfolio in Lab I and/or Lab II.

A. **Grades**

A = 90-100%

B = 80-89%

C = 70-79%

F = Below 70%

**All assignments/assessments must be completed to receive credit for this course.**

B. **Late Submission Policy:** Except in cases of serious extenuating

circumstances, tardy work will not be accepted. The course professor will

determine if the excuse for late work rises to the level of being a “serious

extenuating circumstance.”

1. **Course Outline**

|  |  |
| --- | --- |
| **Week 1** | Approaches to Learning and Teaching  Learning Outcomes:   1. Recognize characteristics of students with learning disabilities as well as those with behavior disorders. 2. Learn the multiple ways in which individuals with learning disabilities are identified. 3. Be able to complete an individualized education program (IEP) on a target student with disabilities. 4. Explain applied behavioral analysis and how teachers can use it in classrooms to increase desirable behaviors and decrease undesirable behaviors.   Video  • Course Introduction  Readings  • Chapters 1 and 2  Blog   1. Posting of Personal Introduction   Discussion Forum   1. Provide an overview of how teachers can use cognitive strategy instruction (CSI) to teach academic, cognitive, or social skills.   Assignments   1. Journal Entry 1 |
| **Week 2** | Response to Intervention and Multi-tier System of Supports  Learning Outcomes:   1. Describe the Response to Intervention (RTI) model and multi-tier system of supports. 2. Describe universal screening and how it fits into RTI. 3. List the components and implementation practices associated with the multi-tier systems of support. 4. Identify the roles and responsibilities of a teacher in an RTI system.   Readings  • Chapters 3  Assignment  • Journal Entry 2  • Field Based Activity: RTI Observation and Interview |
| **Week 3** | Managing Behavior  Learning Outcomes:   * + - 1. Describe the classroom management and positive behavioral support (PBS) teachers can effectively implement to promote prosocial behavior.       2. Summarize the purpose and procedures of developing an effective functional behavioral assessment (FBA).       3. Identify students with social difficulties, and classify the students who need intervention.       4. Describe procedures for arranging the instructional environment of the classroom to promote appropriate behavior.   Readings  • Chapter 4  Assignment   * Exam #1 (Chapters 1-4) * Journal Entry 3 |
| **Week 4** | Co-teaching and Collaboration  Learning Outcomes:   1. Identify some of the challenges of working in inclusive settings. 2. Distinguish among the three major models for consultation and collaboration. 3. Describe the principles of communication, and give examples of how teachers can communicate with parents and professionals. 4. Analyze the role of the special education teacher’s role as a consultant to general education teachers, and identify potential barriers to successful inclusion. 5. Summarize the teacher’s role in addressing the needs of the entire family.   Readings  • Chapter 5  Assignments   * Journal Entry 4 * Field-Based Activity #2: Behavior and Learning Difficulties: Observation, Analysis, and Application |
| **Week 5** | Assessing and Teaching Reading  Learning Outcomes:   1. Describe the two overarching constructs that guide reading instruction. 2. Compare explicit and implicit code instruction and when you might use each. 3. Identify an assessment that can be used for monitoring students’ fluency, and briefly describe procedures for using and interpreting the data. Then list ways in which fluency data assists teachers in monitoring students’ progress. Describe two or more approaches to improving fluency with students with reading difficulties. 4. Describe the assessment and instructional components needed in a reading comprehension program. 5. Describe reading comprehension, including several teaching practices associated with improved comprehension.   Readings   * Chapters 7 & 8   Assignment   * Journal Entry 5 * Reading Lesson Plan |
| **Week 6** | Assessing and Teaching Language Arts  Learning Outcomes:   1. Identify assessment and instructional practices associated with improved writing outcomes for students with learning and behavior problems. 2. Describe the critical features of spelling assessment and instruction for students with learning and behavior problems. 3. Describe how teachers adapt textbooks, lectures, assignments, homework, and tests to meet the needs of students with learning and behavior problems. 4. List the three types of study skills, and provide a rationale for why they are important to learning.   Readings   * Chapters 9& 10   Discussion Forum   * Assessment and instructional practices associated with improved writing outcomes for students with learning and behavior problems.   Assignments   * Language Arts Lesson Plan * Discussion Board #2 * Exam #2: Chapters 7-10 |
| **Week 7** | Assessing and Teaching Mathematics  Learning Outcomes:   1. Identify factors that influence math success. 2. Describe progress monitoring and assessment practices in mathematics. 3. Explain the pre-number skills and numeration concepts students need to progress in arithmetic. 4. List factors contributing to difficulties with problem solving, and describe how teachers can assist students in learning problem-solving strategies. 5. Articulate how math interventions can be used to improve students’ performance.   Readings   * Chapter11   Discussion Forum   * Toward a More Pluralistic Perspective     Assignment   * Math Lesson Plan * Journal Entry #6 |

**VII. Special Considerations and/or Features of the Course**

1. Students are required to utilize Live-Text for portfolio construction.
2. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
3. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism

**VIII. Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities. Disabilities office can be reached at: <http://www.astate.edu/disability> or call 870-972-3964.

**IX. References**

Algozzine, B., Wang, C., & White, R. (2012). Effects of multi-tier academic and behavior instruction on difficult-to-teach students. *Exceptional Children, 79*(1), 45-64).

Bennett, D. J., & Fisch, A. A. (2013). Infusing coteaching into the general education field

experience. *Interdisciplinary Journal of Teaching & Learning, 3*(1), 18-36.

Clarke, B., Smolkowski, K., Baker, S. K., Fien, H., Doabler, C. T., & Chard, D. J. (2011). The impact of a comprehensive tier I core kindergarten program on the achievement of students at risk in mathematics. *The Elementary School Journal, 111*(4), 561-584.

Conklin, K. P. (2012). Making the case for coteaching – the evidence-based way.

*Knowledge Quest, 40*(4), 46-49.

Carbonneau, K. J., Marley, S. C., & Selig, J. P. (2013). A meta-analysis of the efficacy of

teaching mathematics with concrete manipulatives. *Journal of Educational Psychology, 105*(2), 380-400.

Larson, L., Dixon, T., & Townsend, D. (2013). How can teachers increase classroom use

of academic vocabulary? *Voices from the Middle, 20*(4), 16-21.

Lynass, L., Tsai, S., & Richman, T. D. (2012). Social expectations and behavioral

indicators in school-wide positive behavior supports: A national study of behavior matrices. *Journal of Positive Behavior Interventions, 14*(3), 153-161.

Neddenriep, C. E., Fritz, A. M., & Carrier, M. E. (2011). Assessing for generalized

improvements in reading comprehension by intervening to improve reading fluency. *Psychology in the Schools, 48*(1), 14-27.

Newman, R. L., Jared, D., & Haigh, C. A. (2012). Does phonology play a role when skilled readers read high-frequency words? Evidence from ERPs. *Language and Cognitive Processes, 27*(9), 1361-1384.

Slomp, D. H. (2012). Challenges in assessing the development of writing ability:

Theories, constructs and methods. *Assessing Writing, 17*(2), 81-91.

Stockero, S. L., & Van Zoest, L. R. (2013). Characterizing pivotal teaching moments in

beginning mathematics teachers’ practice. *Journal of Mathematics Teacher Education, 16*(2), 125-147.

Arkansas State University

College of Education and Behavioral Science

Department of Educational Leadership, Curriculum, and Special Education

ELSE 5043 Educational Diagnosis and Assessment

Summer 2018

**Instructor:** Dr. Kimberley Davis

Course: Monday 10am-12:50 pm, Education and Leadership Studies, 216

Office: Education and Leadership Studies, 212

Office hours: MTW 9am-10am; 1pm-2pm

Office phone: 870-972-3607

Email: kimberleydavis@astate.edu

**Textbook(s)/Readings**

Primary Texts:

Overton, T. (2016). Assessing learners with special needs: An applied approach (8th ed.). Upper Saddle Falls, NJ: Prentice Hall

Arkansas Curriculum Frameworks & Standards: <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

Supplemental Text:

Farral, M.L., Wright, P.D., & Wright, P.W.D. (2014). All about tests & assessments: Answers to frequently asked questions. Hartfield, VA: Harbor House Law Press

Assigned Readings: Posted to Blackboard

Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

**PROCTORU**

ProctorU is a live online proctoring service that allows students to take exams from the comfort of their home. ProctorU provides instructors with options for online proctoring of exams and assignments. Instructors will utilize live proctoring, record and review proctoring, or UCard authentication services. Your instructor will provide specific information as to the services selected for this course.

Students will create their ProctorU/UCard profile at the beginning of the semester. Once completed, students will use this profile to schedule their exams as instructors make the exams available. Please note that UCard authentication checks may occur at any time during the course.

ProctorU is available 24/7, however students will need to schedule a proctoring session at least 72 hours in advance to avoid any on demand scheduling fees.

To create a ProctorU profile visit go.proctoru.com. ProctorU also provides free technical support to ensure students have the best testing situation possible. That is available at www.proctoru.com/testitout. On this page students will be able to test their equipment, learn about what to expect during the proctoring session and ask any questions about the proctoring process with a ProctorU representative. ProctorU technical support is also available via phone at 1-855-772-8678.

In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo id. ProctorU recommends that you visit www.proctoru.com/testitout prior to the proctoring session to test equipment that will be used during the exam session.

**Course Description**

Collection and use of academic and behavioral data for special education purposes and application of assessment results.

**Program Outcomes**

Council for Exceptional Children (CEC)

4.1, 4.2, 4.3, 4.4 Assessment

5.1, 5.2 Instructional Planning and Strategies

6.2 Professional Learning and Ethical Practice

**Course Level Student Learning Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | TESS Linkage | ATS linkage | CEC Linkage |
| Ability to select and use technically sound formal and informal assessments that minimize bias. | 1f, 3d | 6 | 4.1 |
| Ability to use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. | 1f, 3d | 6 | 4.2 |
| Ability in collaboration with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities. | 1f, 3d | 6 | 4.3 |
| Ability to engage individuals with exceptionalities with exceptionalities to work toward quality learning and performance and provides feedback to guide them. | 1f, 3d | 6 | 4.4 |
| Ability to follow legal guidelines. | 4f | 9 | 6.2 |
| Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. | 1b, 1e | 7 | 5.1 |
| Ability to use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. | 1f, 3d | 7 | 5.2 |

**Course Requirements and Grading**

|  |  |
| --- | --- |
| Course Assessment and Performance Measures | Points |
| First day Assignment. Introduction and File Submission. This is due on the Wednesday night of the first week of class of 11:59 p.m. | 10 |
| Case Study Report (Summative). Graduate candidates will be required to identify one student for individual testing. Criteria for selection of this student will include severity of disability, impact of additional testing on the student, and logical information (geographic location of student, scheduling, etc.). Once a focus student is selected each student will develop an assessment plan. Each assessment plan is to include the following: (1) rationale for student selection, (2) additional areas to be tests with supporting rationale for each, (3) selected assessment instruments with supporting rationale for each. Each student is responsible for administering all of the assessments on the student’s assessment plan and submitting an individually graded written report. | 100 |
| Assessment Issues Reflection Paper. Graduate candidates will write a reflection paper on examining issues in the cultural, linguistic, academic, and behavior abilities of diverse students with disabilities. This assignment will require candidates to research current issues in assessing students from diverse backgrounds and allow for reflection of on whether these issues appear to exist in the region and locally in their home districts. | 25 |
| Interview with Special Education Personnel. Graduate candidate will interview the Special Education Administrator or Evaluation Coordinator in their district using guiding questions to determine the plan and process for identifying students in grades K-12 with disabilities. | 25 |
| Informal Assessment Plan. Graduate candidates will develop an informal assessment instrument to assess the selected case study student in the following domains: Cognitive, Motor, Communication, Adaptive Behavior, and Social/Emotional. | 75 |
| Discussion Board (4 @ 10 = 40). Graduate candidates will participate in an online discussion based on topics on assessment. All discussion board forums are due on Wednesday (initial) and Friday (follow-up) of each week. | 100 |

**Grading Scale**

100 – 90=A; 89-80 = B; 79-70 = C; 69 and below = F

**Diversity** Teacher candidates will discuss how and when differentiating assessment is appropriate based on student diversity in the classroom.

**Technology** Teacher Candidates will use Microsoft Office tools for creating and submitting assignments and will explore at least one web 2.0 tool or other technology-based formative assessment tool.

**Special Considerations and/or features of the Course**

Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

Students are required to use word processing and APA Publication Manual, 6th Edition to prepare the course papers. (See rubrics in course documents for details on grading criteria.)

Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the A-STATE Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

Candidates must use people-first language to be consistent with IDEA. Points will be deducted for inappropriate use.

Computer access: You need consistent access to a working computer and printer for this course, whether you use your private computer and printer or public ones; however, you alone are responsible for saving and backing up your written work. If you fail to do so, you risk missing course deadlines, which can lead to a lower grade. Always keep a copy of the file or a copy of the assignment in case you need to resubmit.

**University and Course Policies**

**Procedures to Accommodate Students with Disabilities**

“Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.” (Disability Services website.)

**Inclement Weather Policy**

The University’s Inclement Weather Policy from the *Student Handbook*:

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

**Academic Misconduct Policy:**

The following statements are from the Academic Misconduct Policy stated in the *Student Handbook*:

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

According to the *Student Handbook*:

**Plagiarism** is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.

**Cheating** is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

The following sanctions may be imposed for Academic Misconduct:

• A failing grade on the paper or project;

• Rewriting or repeat performance of course work;

• A failing grade for the class;

• Dismissal from the class;

**•** Dismissal from a particular program;

• Suspension or Expulsion from the university;

• Other appropriate sanctions as warranted by the specific acts of the student.

The entire ASU’s Academic Integrity Policy in the Student Handbook at <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>

If you need additional assistance in understanding what plagiarism is and how to avoid it, the following resources may be helpful in addition to the *A-State Student Handbook*:

<http://www.plagiarism.org/>

[**https://owl.english.purdue.edu/owl/resource/589/01/**](https://owl.english.purdue.edu/owl/resource/589/01/) **Purdue University Online Writing Lab, Avoiding Plagiarism**

**Attendance Policy**

University Policy from the Current Bulletin:

Students should attend every lecture, recitation and laboratory session of every course in which

they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. It is the practice of Arkansas State University to allow students to participate in university sponsored academic or athletic events, even when those events cause them to be absent from class. Students participating in university sponsored academic or athletic events will not have those days counted against their available absences and will be given reasonable opportunities to make up missed assignments and exams.

Students must utilize their available absences for any cause which requires them to miss class including, but not being limited to, vacation, illness, emergency, or religious observances. Students who are aware that they will have absences during a term should ensure that they do not exceed the absences available.

**Late Submission Policy:**

Except in cases of serious extenuating circumstances, tardy work will not be accepted. Instructional assistants and/or the course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.” Extenuating circumstances do NOT include forgetting, technical difficulties or running out of time. The evaluation of an extenuating circumstance is judged on a case-by-case basis. Documentation MUST be provided within a 48-hour period.

The following examples of extenuating circumstances are provided as a guide to those, which would be normally accepted with documentation:

* Serious illness shortly before a coursework deadline
* Death of a family member or close friend shortly before a deadline
* Sudden illness or emergency involving a close family member.
* Domestic problems, e.g. fire, theft.

**Course Outline**

|  |  |
| --- | --- |
| WEEK | CONTENT |
| 1 | Overview and Introduction to Laws, Ethics, and Assessment Issues |
| 2 | Descriptive Statistics, Reliability and Validity, Introduction to Norm-Referenced Assessment |
| 3 | CBA and Other Informal Measures/RTI and Progress Monitoring |
| 4 | Assessing Students using Formal Measures of Assessment |
| 5 | Assessing Students using Formal Measures of Assessment |
| 6 | Assessing Students under Special Considerations |
| 7 | Interpretation of Assessment Results |

**ELSE 6023 Characteristics of Individuals with Disabilities**

**Department of Educational Leadership, Curriculum, and Special Education**

1. **Course Information**

ELSE 6023 - Characteristics of Individuals with Disabilities

Instructor: Dr. Gwendolyn Neal

Office: Educational Leadership, Curriculum, and Special Education; Room 209

Phone: (870) 972-3062

Fax: (870) 680-8130

E-mail: [gneal@astate.edu](mailto:gneal@astate.edu)

Office Hours

Virtual: Monday & Thursday 1:00 pm – 4:00 pm

For use as Arkansas Professional development hours, access the following website: <http://www.arkansased.gov/divisions/learning-services/professional-development>

1. **Textbook Readings**
2. **Primary Text:**

Wolff Heller, K., Forney, P., Alberto, P., Best, S., & Schwartzman, M. (2009). *Understanding   
 physical, health, and multiple disabilities.* (2nd Ed.). Upper Saddle River, New Jersey.   
 Merrill- Pearson.

(Check with publishers for availability of E-books.)

1. **Supplemental Readings:**

For research paper, information must come from refereed journals in special education or related disciplines of study (Examples: *Behavior Disorders , Beyond Behavior, Exceptional Children , Teaching Exceptional Children, Journal of Special Education, Journal of Emotional and Behavioral Disorders)*. If using online sources, these sources must be from reputable sources (such as CEC, JABA, OSEP). If you are unsure if a source is acceptable, please contact the Professor or Academic Instructor.

1. **Purpose and Goals of the Course**

Advanced in-depth study designed to develop knowledge of the characteristics and issues related to individuals with disabilities. Emphasis in this course will be on characteristics of children who are diagnosed with physical, health, and multiple disabilities and the impact of these disabilities on learning, behavior and performance.

Course objectives:

1. Consider various types of impairments and their significance to the educator.
2. Examine the educational needs of exceptional children; and the roles and responsibilities of those who teach them.
3. Develop understanding and implications of physical, health, and multiple disabilities as they affect student learning and performance.
4. Explore the dynamics, etiology, and characteristics of various types of disabilities.
5. Discriminate between orthopedic, musculoskeletal, and sensory disorders.
6. Explore strategies that facilitate effective collaborative teamwork.

CEC Standards/Elements:

* Standard 1: Key Elements 1.1, 1.2
* Standard 2: Key Elements 2.1, 2.2
* Standard 3: Key Elements 3.1, 3.2, 3.3
* Standard 5: Key Elements 5.1, 5.2, 5.3, 5.4, 5.5
* Standard 6: Key Elements 6.1, 6.2, 6.3
* Standard 7: Key Elements 7.1, 7.2

1. **Standards Linkage:**

A. **Linkage to CEC Initial Preparation Standards**

|  |  |
| --- | --- |
| **Standard #1: Learner Development and Individual Learning Differences**  1.0 Beginning special education professionals. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | |
| **Key Elements** | |
| 1.1 | Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. |
| 1.2 | Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. |
| **Standard #2: Learning Environments**  2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotionally well-being, positive social interactions, and self-determination. | |
| **Key Elements** | |
| 2.1 | Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. |
| 2.2 | Beginning special education professional use motivational ad instructional interventions to teach individual with exceptionalities how to adapt to different environments. |
| 2.3 | Beginning special education professional know how to intervene safely and appropriately with exceptionalities in crisis. |
| **Standard #3: Curricular Content Knowledge**  3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | |
| **Key Elements** | |
| 3.1 | Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. |
| 3.2 | Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. |
| 3.3 | Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. |
| **Standard #4: Assessment**  4.0Beginning special education professionals use multiple methods of assessment and data sources in making education decisions. | |
| **Key Elements** | |
| 4.1 | Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. |
| 4.2 | Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |
| 4.3 | Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| 4.4 | Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provided feedback to guide them. |
| **Standard #5: Instructional Planning and Strategies**  5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | |
| **Key Elements** | |
| 5.1 | Beginning special education professional consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| 5.2 | Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |
| 5.3 | Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |
| 5.4 | Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. |
| 5.5 | Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |
| 5.6 | Beginning special education professionals teach to mastery and promote generalization of learning. |
| 5.7 | Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |
| 6.0 | **Standard #6 Professional Learning and Ethical Practice**  Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. |
|  | **Key Elements** |
| 6.1 | Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. |
| 6.2 | Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. |
| 6.3 | Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. |
| 6.4 | Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. |
| 6.5 | Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. |
| 6.6 | Beginning special education professionals provide guidance and direction to Para educators, tutors, and volunteers. |
| 7.0 | **Standard #7: Collaboration**  Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. |
|  | **Key Elements** |
| 7.1 | Beginning special education professionals use the theory and elements of effective collaboration. |
| 7.2 | Beginning special education professionals serve as a collaborative resource to colleagues. |
| 7.3 | Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. |

1. **Linkage to Arkansas Standards-Instructional Specialist Birth Through Eight Years:**

(S=Standard, K = Knowledge, E = Evidence, D=Disposition, P=Performance)

|  |  |
| --- | --- |
| **STANDARD #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and teaches in a manner that links the disciplines to other subjects. | |
| S1K2 | The teacher has a multicultural perspective of his/her discipline(s). |
| S1KE5 | The teacher has knowledge of issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. |
| S1KE7 | The teacher has knowledge of family systems and the role of families in the educational process |
| **STANDARD #3:** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students | |
| S3K1 | The teacher knows concepts of human growth and development |
| S3K5 | The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain. |
| S3K7 | The teacher knows how to find information and services to support students |
| S3KE1 | The teacher has knowledge of typical and atypical human growth and development |
| S3KE3 | The teacher has knowledge of characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family |
| S3KE4 | The teacher has knowledge of family systems and the role of families in supporting development |
| S3KE5 | The teacher has knowledge of similarities and differences of individuals with and without exceptional learning needs |
| S3KE6 | The teacher has knowledge of similarities and differences among individuals with exceptional learning needs. |
| S3KE7 | The teacher has knowledge of effects of various medications on individuals with exceptional learning needs |
| S3KE8 | The teacher has knowledge of theories of typical and atypical early childhood development |
| S3KE9 | The teacher has knowledge of effect of biological and environmental factors on pre-, peri-, and post-natal development |
| S3KE12 | The teacher has knowledge of impact of medical conditions on family concerns, resources, and priorities |
| S3KE13 | The teacher has knowledge of childhood illnesses and communicable diseases |
| S3KE16 | The teacher has knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling |
| **Standard #4**: The teacher exhibits human relations skills which support the development of human potential | |
| S4KE11 | The teacher has knowledge of medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions |
| S4KE12 | The teacher has knowledge of effects of cultural and linguistic differences on growth and development |
| S4KE13 | The teacher has knowledge of characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages |
| S4KE15 | The teacher has knowledge of augmentative and assistive communication strategies |

1. **Strengthening and Enriching Learning Conceptual Framework**

1 2.a Demonstrates competence in applying knowledge of content and research in professional

2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

2.3.a Values and respects individuals and their differences.

2.3.b Believes all students can learn.

3.2.a Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline –specific content.

D. **Educational Leadership Policy Standards: ISLLC**

**Standard 2**

**Function** A. Nurture and sustain a culture of collaboration, trust, learning and high expectations.

**Function G**. Maximize time spent on quality instruction

**Function I.** Monitor and evaluation the impact of the instructional program.

**Standard 4**

**Function B**: Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources

**Function C**: Build and sustain positive relationships with families and caregivers.

**Function D**: Build and sustain productive relationships with community partners

**Standard 5**

**Function B** Model principles of self-awareness, reflective practice, transparency, and ethical behavior

**V.** **Course Assessment and Performance Measures**

Remember to keep all assignments in an electronic format in a safe location (i.e., jump-drives, home computers, etc.), making duplicate copies, because you may opt to use them as artifacts when you complete your portfolio in Live Text for Lab I and/or Lab II.

* 1. **Performance Indicators**

1. **Research Project** (150 points). Graduate candidates will do an in depth investigation on a particular disability as defined under IDEA. Candidates may choose a disability from the book; however, information must be gathered from outside sources. Guidelines and rubric will be provided. CEC Standards: 1, 2, 3,5
2. **Discussion Board Forums** (60 points). Candidates will have two discussion forums; one is a Personal Introduction and the 2nd is where they are asked to reflect on a particular concept/idea/ethical dilemma, etc. The forums are designed to provide an opportunity for students to reflect on the topics addressed in the text. The points will be based on individual responses, support of answers through textbook, journal, or other professional work, and the strength of their interaction with colleagues. CEC Standard: 6
3. **PowerPoint** (100 points). Candidates create a PowerPoint or Prezi Show presenting relevant information regarding the implications of physical, health, and multiple disabilities. CEC Standards: 2, 3, 5, 7
4. **Essays** (100 points).Candidates will submit two essays (IDEA and Inclusion) that address specific topics in the special education field. CEC Standard: 2, 3, 5, 6
5. **Philosophy of Special Education Paper** (100 points). Candidates are required to write their philosophy on education in regards to special education. This philosophy will no doubt evolve as the student progress through the program. CEC Standards: 1, 2, 3, 4, and 5.
6. **Neuromotor Impairments Chart** (100 points). Candidates will create a chart that depicts the various impairments associated with Neuromotor disorders and the educational impact on individuals with disabilities. CEC Standards: 1, 5
7. **Professional Interviews** (100 points). Candidates will interview service providers of individuals with Muscular Dystrophy, Spinal Muscular Atrophies, Cystic Fibrosis, and/or degenerative and terminal diseases. CEC Standards: 1, 3, 5, 7

1. **Parent Verification Form** (10 points). Proof of parental consent to observe student(s).
2. **Student Observations and Case Study (100 points).** This assignment is designed to provide a semi-structured observation of students diagnosed with physical, sensory, health, or significant intellectual disabilities and the impact on learning, behavior, and/or performance which leads to a case study. Graduate Students (GS) will identify two (2) K-12 students with different physical, health or intellectual disabilities; one each from grades K-4 and 5 -12 who are currently being served under IDEIA. CEC Standards: 1, 2, 3, 5, 6, 7
   1. Grading Scale:

A = 90 -100%

B = 80 - 89%   
 C = 70 -79%

F = below 60%

* 1. Late Submission Policy:

All assignments are due as posted on Tentative Class Schedule. Except in cases of serious **extenuating circumstances**, tardy work will not be accepted. Academic Assistants and/or the course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

**VI.    Special Considerations and/or Features of the Class**

* 1. Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.
  2. Students are required to complete 20 clock hours of internship activities that are concomitant to course assignments.
  3. Students are required to use word processing and APA Publication Manual (latest edition) to prepare the course papers. (See rubrics in course documents for details on grading criteria.)
  4. Students are required to utilize LiveText for portfolio construction and to post other assignments as noted.
  5. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
  6. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

**VII.   Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities <http://www.astate.edu/disability> 870-972-3964.

**IX.** **References:**

Allen, K.E., & Marotz. (2007). *Developmental profiles: Pre-birth through twelve* (5th Ed.). Clifton Park, NY: Thomson-Delmar Learning.

Alper, S.K., Schloss, P.J., & Schloss, C.N. (1994). *Families of students with disabilities: Consultation and advocacy.* Boston, MA: Allyn & Bacon.

Carta, J., Greenwood, C., Walker, D., & Buzhardt, J. (2010). *Monitoring progress and improving intervention for infants and young children.* Baltimore, MD: Brookes Publishing.

Gleason, J.B. (2005). *The development of language* (6th Ed.). Boston, MA: Allyn & Bacon.

Green, R. H., Brightling, C. E., & Bradding, P. (2007). The reclassification of asthma based on subphenotypes. *Current Opinion in Allergy and Clinical Immunology, 7*, 43-50.

Hallahan, D.P., & Kauffman, J.M. (2003). *Exceptional learners: Introduction to special education.* Boston, MA: Allyn & Bacon.

Lopes, F.M., Goncalves, D.D., Mitsuka-Bregano, R., Freire, R.L., & Navarro, I. T. (2007). Toxoplasma gondii infection in pregnancy. Brazillian *Journal of Infectious Diseases*, *11,* 496-506.

Orelove, F.P., Sobsey, D., & Silberman, R.K. (2007). *Educating children with multiple disabilities: A collaborative approach* (4th Ed.). Baltimore, MD: Brookes Publishing.

O’Shea, D.J., O’Shea, L.J., Algozzine, R., & Hammitte, D.J. (2006). *Families and teachers of individuals with disabilities*. Boston, MA: Allyn & Bacon.

Overton, S. (2005). *Collaborating with families: A case study approach.* Upper Saddle River, NJ: Merrill Prentice Hall.

Sandall, S., & Schwartz, I., (2008). *Building blocks for teaching preschoolers with special needs.* (2nd Ed.). Baltimore, MD: Brookes Publishing.

Smith, T.E., Gartin, B.C., Murdick, N.L., & Hilton, A. (2006). *Families and children with special needs: Professional and family partnerships.* Upper Saddle River, NJ: Merrill Prentice Hall.

Turnbull, A., Turnbull, R., Erwin, El, & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (5th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Arkansas State University

College of Education and Behavioral Science

Department of Educational Leadership, Curriculum and Special Education

ELSE 6053– Educational Procedures for Individuals Mild Disabilities

Fall 2017

**Instructor:** Dr. Jacques D. Singleton

Office: Educational Leadership Building 213

Office Hours: Tuesday and Wednesday 9:00 a.m. -12:00 noon

Phone: (870) 972-3062

Fax: (870) 680-8130

E-mail: jsingleton@astate.edu

Virtual Office Hours: Monday-10:00 am -12:00 pm

**Textbook(s)/Readings**

Primary Texts

Vaughn, S., Bos, C.S., & Schumm, J.S. (2011, 2014). *Teaching students who are exceptional, diverse, and at risk in the general classroom* (5th or 6th Ed.). Boston, MA: Pearson Education, Inc.

Arkansas Curriculum Frameworks & Standards: <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

Supplemental Text: NA

Assigned Readings: Posted to Blackboard

Educational Leadership Curriculum and Special Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

**Course Description**

The purpose of this course is to familiarize one in applying learning theories to instructional design and techniques for working with individuals with mild disabilities. Emphasis is placed on developing proficiency in planning instruction in reading, math, and written language, as well as selecting appropriate materials for school-age individuals.

**Program Outcomes**

Council for Exceptional Children National Standards

1. Learner Development and Individual Learning Differences
2. Learning Environments

3.1 Curricular Content Knowledge

4.0 Assessment

5.0 Instructional Planning and Strategies

7.0 Collaboration

**Course Level Student Learning Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | TESS Linkage | ATS linkage | CEC linkage |
| Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | 1a, 1b, 1c, 1e | 1d,1f,1g | 1.0 |
| Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination | 2a, 2b | 3a,3b,3c,3h | 2.0 |
| Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | 3a,3b,3c,3d | 4k,4l | 3.0 |
| Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions | 1c, 1f, 3d, | 7a, 7f | 4.0 |
| Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | 3b,3e | 3b, 4a, 4f, 8a, 8b | 5.0 |
| Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. | 1c, 1f, 3d | 9a,9b,9c,9d,9e,9f | 5.0 |
| Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. | 4c | 9a,9b,9c,9d,9e,9f | 7.0 |

**Course Requirements and Grading**

|  |  |
| --- | --- |
| Course Assessment and Performance Measures | Percentage of grade |
| **Scenario Assignment** (Summative)- This assignment provides you with an opportunity to apply this week’s learning by analyzing five fictional scenarios and identifying which, if any, of the core principles of the Individuals with Disabilities Education Act (IDEA) they violate. There may be more than one acceptable answer therefore, it is very important that you provide a rationale for the principle you choose.  Specifically, your assignment for this week is to:   1. Describe IDEA in an opening paragraph; including what the main principles are and why they are important. 2. Read the scenario provided, out of the principles provided below identify which principle(s) of IDEA is violated in each scenario. 3. Use your Week 1 reading, power points, and lecture to provide a rationale (explain why) that justifies your reasoning for choosing the principle. 4. In each of your rationales you are to provide a citation from the power points, your book or other scholarly sources. A "citation" is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source again, including: information about the author, and/o the title of the work. *<https://www.google.com/search?q=what+is+a+citation&ie=utf-8&oe=utf-8>* 5. Type your answers in the boxes provided. | 20 |
| **Educating Peter-** (Summative) - This assignment provides you with an opportunity to apply your Module 1 learning by analyzing a documentary Educating Peter and identifying the core principles of Individuals with Disabilities Education Act (IDEA) being used in the classroom.  Specifically, your assignment for this module is to:   1. Watch YouTube videos links of Educating Peter. 2. Write an essay to include the following: 3. Describe IDEA **and** the 6 core principles. 4. Tell what the advantages and disadvantages of inclusive practices are. 5. Write a 300 word reflection as if you were the teacher in the classroom, 6. Write a 300 word reflection as if you are a parent of a child in the classroom. 7. Your essay is to be 3-4 pages in length, 12” font, Times New Roman with 1 inch margins. Double spaced. Be sure to cite your sources if you use any. | 20 |
| **F.A.T. City** (Summative) Watch the video “F.A.T. City.” It is a lengthy video and has been divided into sections for your viewing. You will need high-speed Internet to watch this presentation.  After watching the video, you will complete an essay describing what you observed on the video. In this essay, you will provide:   * An introduction, including an **overview** of what the video presentation was about. What does F.A. T. mean? * A ***detailed*** description of the setting. * A ***detailed*** description of the participants. * A **thorough** discussion of the activities. * Your personal reaction to the video:   + What parts of the video impacted you the most?   + In the video what was considered “fair”?   + Did the video definition of fairness change your opinion of the meaning of the term? Explain.   + Describe other information you learned and if you felt the video was worthwhile. * 4-5 pages, double-spaced type, one-inch margins, Times New Roman font, 12-point type with proper grammar, punctuation, and spelling. | 20 |
| **Assignment: Lesson Plan – Learning Disability** (Summative) - **ALWAYS** read the rubric first to see what you have to have included in the assignment.  **Part 1**   * Choose an instructional technique, develop and teach a lesson (it can be one you are going to teach to you class) to a learning disabled student in your classroom. * Follow the lesson plan template provided. Make sure you provide **detailed answers** throughout each section of the lesson plan. * Include your state standards that match your objectives. Write the standard out so that we can verify it matches.   Part 2: In an essay form write the following information.   * Define the term learning disability as described by IDEA. * List the 13 signs of a student with learning disabilities. * Write a reflection of how you will use the information to assist in serving students who are learning disabled, how knowing the signs will help in diagnosing a student, and how accommodations will assist the student to be successful within the class. | 20 |
| **Self-Management Strategy** (Formative)- The purpose of this assignment is to provide you an opportunity for you to apply strategies from the chapter readings, assignments, and video lectures and develop a plan on how to teach a EBD to change their behavior.  **DIRECTIONS:**   * Choose a student in your classroom (change his/her name) that needs to change a behavior. * Refer to Chapter 8 in the textbook and review Teaching Self-Management Skills. * Develop a written plan using the strategy on how your student will improve his/her behavior. We could come back to this later in the course so keep track of the behavior change. * There will be NO APA style used in this assignment. | 15 |

**Grading Scale**

100 – 92=A; 91-83 = B; 82-74 = C; 73-65 = D; 64 and below = F

**Diversity** Teacher candidates will discuss how and when differentiating assessment is appropriate based on student diversity in the classroom.

**Technology** Teacher Candidates will use Microsoft Office tools for creating and submitting assignments and will explore at least one web 2.0 tool or other technology-based formative assessment tool.

**Special Considerations and/or features of the Course**

Blackboard**:** Blackboard will be used consistently in this course. Your grades on assignments will be posted in Blackboard. Assignments, documents, etc., will be posted and you will be asked to bring to class.

Computer access: You need consistent access to a working computer and printer for this course, whether you use your private computer and printer or public ones; however, you alone are responsible for saving and backing up your written work. If you fail to do so, you risk missing course deadlines, which can lead to a lower grade. Always keep a copy of the file or a copy of the assignment in case you need to resubmit.

Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

Students are required to use word processing and APA Publication Manual, 5th Edition to prepare the course papers. (See rubrics in course documents for details on grading criteria.)

Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

The instructor reserves the right to modify or make changes in the course syllabus as needed during the course.

In ALL work, candidates must use people-first language to be consistent with IDEA. Points will be deducted for inappropriate use.

**University and Course Policies**

**Procedures to Accommodate Students with Disabilities**

“Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.” (Disability Services website.)

**Inclement Weather Policy**

The University’s Inclement Weather Policy from the *Student Handbook*:

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

**Academic Misconduct Policy:**

The following statements are from the Academic Misconduct Policy stated in the *Student Handbook*:

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

According to the *Student Handbook*:

**Plagiarism** is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.

**Cheating** is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

The following sanctions may be imposed for Academic Misconduct:

• A failing grade on the paper or project;

• Rewriting or repeat performance of course work;

• A failing grade for the class;

• Dismissal from the class;

**•** Dismissal from a particular program;

• Suspension or Expulsion from the university;

• Other appropriate sanctions as warranted by the specific acts of the student.

The entire ASU’s Academic Integrity Policy in the Student Handbook at <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>

If you need additional assistance in understanding what plagiarism is and how to avoid it, the following resources may be helpful in addition to the *A-State Student Handbook*:

<http://www.plagiarism.org/>

[**https://owl.english.purdue.edu/owl/resource/589/01/**](https://owl.english.purdue.edu/owl/resource/589/01/) **Purdue University Online Writing Lab, Avoiding Plagiarism**

**Attendance Policy**

University Policy from the Current Bulletin:

Students should attend every lecture, recitation and laboratory session of every course in which

they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. It is the practice of Arkansas State University to allow students to participate in university sponsored academic or athletic events, even when those events cause them to be absent from class. Students participating in university sponsored academic or athletic events will not have those days counted against their available absences and will be given reasonable opportunities to make up missed assignments and exams.

Students must utilize their available absences for any cause which requires them to miss class

including, but not being limited to, vacation, illness, emergency, or religious observances. Students who are aware that they will have absences during a term should ensure that they do not exceed the absences available.

**My attendance policy**: Class activities are assigned points based on participation in class. Missed activities (due to absence or tardiness) cannot be made up and may impact your overall course grade. Refer also to the Teacher Education Behavior Plan/Procedures (you signed off on this at the time of Admission to Teacher Education). Consistent missing of class/tardiness to class may also impact your effective completion of course content.

**Make-Up and Late Work:**

Permission to make up late/missed/returned assignments is granted at the discretion of the instructor. Only assignments that are made up within one week of the due date will be accepted. The instructor reserves the right to issue a 0 for late work. It is your responsibility as a student to inform the instructor of any missed assignments immediately. You are responsible for completing the work without reminders. Neglecting to make up any missing work will result in a grade of zero (0) for that assignment.

**Other Course/Instructor Policies**

**Professionalism:**

This is a junior level course comprised of adult students. Adult behavior and professionalism is expected. Teacher Education Behavior Plan/Procedures are available at

http://www2.astate.edu/dotAsset/138396.pdf. Please be aware that you are to develop and demonstrate appropriate dispositions as well as the knowledge and skills to be learned in the course. Indications that you are not developing and evidencing these dispositions are addressed through this policy.

**Flexibility:**

All requirements, assignments, policies, etc., are subject to change. Assignment due dates may be altered due to unforeseen events and in the best interest of student learning

**Course Outline**

|  |  |
| --- | --- |
| WEEK | CONTENT |
| 1 | Perspectives on Disability |
| 2 | Issues in Assessment and Identification |
| 3 | Issues in Instruction and Placement |
| 4 | Learners with Intellectual and Developmental Disabilities |
| 5 | Learners with Learning Disabilities |
| 6 | Learners with Emotional or Behavioral Disorders |
| 7 | Learners with Difficulties in Attention, Communication, and Physical and Sensory Functioning |
| 8 | Learners with Autism Spectrum Disorders |
| 9 | Cognitive and Perceptual Characteristics |
| 10 | Language Characteristics |
| 11 | Academic Learning Characteristics |
| 12 | Social–Emotional Characteristics |
| 14 | Final exam |

**ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities**

Department of Educational Leadership, Curriculum, and Special Education

**I. Course Information**

ELSE 6073 – Educational Procedures for individuals with Moderate-Profound Disabilities

Instructor: Dr. Jacques Singleton

Office: 447 Smith Center

Phone: (870) 972-2948

Fax: (870) 680-8130

E-mail: jsingleton@astate.edu

Virtual Office Hours: Mondays 6:00 p.m.- 7p.m.

For use as Arkansas professional development hours, access the following website: <http://arkansased.org/pd/index.html>

**II. Textbook(s) Readings**

A. Primary Text: Instruction of Students with Severe Disabilities, 7e Martha E. Snell *University of Virginia*, Fredda Brown *Queens College*

B. Supplemental Text: None

**III. III. Course Objectives**

Objectives are coded to State’s Competencies for K-12 Special Education. These competencies are identical to the Council for Exceptional Children (CEC) Knowledge and Skills for Special Educators and coded as such. Also, the competencies are aligned to the Arkansas Teacher Standards (ATS) (INTASC) standards. These competencies provide the fundamental knowledge base for the development of course objectives. In addition, all objectives align with Praxis II (PR).

Candidates completing this course will be able to:

1. Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities (CEC 1.1; ATS 2, 10; PR5; TESS 3a, b).
2. Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities (CEC 1.2; ATS 1, 2; PR 1, TESS 1a, b, d)
3. Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions (CEC 2.1, ATS 3, 10; PR 3,5; TESS 3a, 4c,d)
4. Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments (CEC 2.2, ATS 4, 5, PR 3, TESS 1a).
5. Ability to understand the central concepts, structures of the discipline, and tools of inquiry of the content areas that are taught, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (CEC 3.1; ATS 1,4; PR 2,3; TESS1a,e)
6. Ability to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities (CEC 3.2; ATS 6,7,8; PR 2,3; TESS 1a,e)
7. Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities (CEC 3.3; ATS 5; PR 3; TESS 1e, 2c).
8. Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities (CEC 5.1; ATS 2; PR 1; TESS 3c).
9. Ability to uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities (CEC 5.2; ATS 7; PR 3; TESS 1e,f, 2a).
10. Knowledge of augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities(CEC 5.3; ATS 6,7,8; PR 3,4; TESS 1d,e,f, 3d,e).
11. Ability to use strategies to enhance language development and communication skills of individuals with exceptionalities (CEC 5.4; ATS 1, PR 1,3 TESS 3a).
12. Ability to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams (CEC 5.5; ATS 6,7,8; PR3,4; TESS 1d,e,f, 3d,e)
13. Ability to teach to mastery and promote generalization of learning (CEC 5.6; ATS 8; PR 3; TESS 1d,e,f).

1. Ability to teach cross-disciplinary knowledge and skills such as critical thinking/problem solving to individuals with exceptionalities (CEC 5.7; ATS 5; PR 3; TESS 3a,b,c).

Ability to apply Universal Design for Learning (UDL) principles (CEC 5.7; ATS 5; PR 3; TESS 3a, b, c).

**IV. Purpose and Goals of the Course**

1. A study of the basic methods and materials to facilitate skill development for

individuals who require an individualized functional independent living curriculum

B. The course objectives are as follows:

1. To develop a functional curriculum and using systematic instruction.

2. To work with individuals with severe physical disabilities, multiple disabilities and   
 non-vocal children including physical management

3. To develop alternative forms of communication, and routine and emergency   
 medical procedures.

**V. Standards Linkage**

A. Council for Exceptional Children Professional Preparation Knowledge and Skills

1. CEC Standard 1: Foundations

*CC1K2:* Laws, policies, and ethical principles regarding behavior management

planning and implementation.

*CC1K4:* Rights and responsibilities of students, parents, teachers, and other

professionals, and schools related to exceptional learning needs.

*CC1K6*: Issues, assurances, and due process rights related to assessment,

eligibility, and placement within a continuum of services.

*GC1K3*: Historical foundations, classic studies, major contributors, major

legislation, and current issues related to knowledge and practice.

*GC1K4*: The legal, judicial, and educational systems to assist individuals with

disabilities.

2. CEC Standard #2: Development and Characteristics of Learners

*CC2K1*: Typical and atypical human growth and development.

*CC2K2:* Educational implications of characteristics of various exceptionalities.

*CC2K5:* Similarities and differences of individuals with and without exceptional

learning needs.

*CC2K6:* Similarities and differences among individuals with exceptional

learning needs.

*GC2K2:* Impact of sensory impairments, physical and health disabilities on

individuals, families, and society.

*GC2K3:* Etiologies and medical aspects of conditions affecting individuals with

disabilities.

*GC2K4:* Psychological and social-emotional characteristics of individuals with

disabilities.

*GC2K5:* Common etiologies and the impact of sensory disabilities on learning

and experience.

3. CEC Standard #3: Individual Learning Differences

*CC3K1:* Effects an exceptional condition can have on an individual’s life.

*CC3K5:* Differing ways of learning of individuals with exceptional learning

needs including those from culturally diverse backgrounds and strategies for

addressing these differences.

4. CEC Standard #4: Instructional Strategies

*GC4K1:* Sources of specialized materials, curricula, and resources for

individuals with disabilities.

*GC4K3:* Advantages and limitations of instructional strategies and practices for

teaching individuals with disabilities.

*GC4K4:* Prevention and intervention strategies for individuals at risk for a

disability.

*GC4K6:* Methods for increasing accuracy and proficiency in math calculations

and applications.

*GC4K7:* Methods for guiding individuals in identifying and organizing critical

content.

*CC4S1:* Use strategies to facilitate integration into various settings.

*CC4S3:* Select, adapt, and use instructional strategies and materials according

to characteristics of the individual with exceptional learning needs.

*GC4S1:* Use research-supported methods for academic and non-academic

instruction of individuals with disabilities.

*GC4S2:* Use strategies from multiple theoretical approaches for individuals with

disabilities.

*GC4S4:* Use reading methods appropriate to individuals with disabilities.

*GC4S6:* Methods for increasing accuracy and proficiency in math calculations

and applications.

*GC4S7:* Use appropriate adaptations and technology for all individuals with

disabilities.

*GC4S12:* Use responses and errors to guide instructional decisions and

provide feedback to learners.

*GC4S14:* Implement systematic instruction in teaching reading comprehension

and monitoring strategies.

*GC4S15:* Teach strategies for organizing and composing written products.

*GC4S16:* Implement systematic instruction to teach accuracy, fluency, and

comprehension in content area reading and written language.

5. CEC Standard #5: Learning Environments and Social Interactions

*CC5K2:* Basic classroom management theories and strategies for individuals

with ELN.

*CC5K3:* Effective management of teaching and learning.

*CC5K5:* Social skills needed for educational and other environments.

*GC5K2:* Adaptation of the physical environment to provide optimal learning

opportunities for individuals with disabilities.

*GC5K3:* Methods for ensuring individual academic success in one-to-one,

small-group, and large-group settings.

6. CEC Standard #7: Instructional Planning

*GC7K3:* Interventions and services for children who may be at risk for learning

disabilities.

*GC7K4:* Relationships among disabilities and reading instruction.

*CC7S1:* Identify and prioritize areas of the general curriculum and

accommodations for individuals with exceptional learning needs.

*CC7S6:* Sequence, implement, and evaluate individualized learning objectives.

*CC7S8:* Develop and select instructional content, resources, and strategies

that respond to cultural, linguistic, and gender differences.

*CC7S10:* Prepare lesson plans.

*CC7S11:* Prepare and organize materials to implement daily lesson plans.

*CC7S12:* Use instructional time effectively.

*CC7S13:* Make responsive adjustments to instruction based on continual

observations.

*GC7S3:* Plan and implement age- and ability-appropriate instruction for

individuals with disabilities.

1. Arkansas Standards

Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and teaches in a manner that links the disciplines to other subjects.

Standard #2: The teacher plans curriculum appropriate to the students, to the content, and to course objectives.

Standard #3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of the students.

Standard #4: The teacher exhibits human relations skills which support the development of human potential.

Standard #5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and well being.

1. Diversity Related CEC Standards

CC1K5. Candidates recognize issues in definition and identification of individuals with problem behaviors, including those from culturally and linguistically diverse backgrounds.

CC1K8. Candidates discuss historical points of view and contribution of culturally diverse groups.

CC3K3. Candidates demonstrate the understanding that variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with ELN, family and schooling.

CC3K4. Candidates demonstrate understanding that cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

CC3K5. Candidates demonstrate understanding of the differing ways of learning of individuals with ELN including those from culturally diverse backgrounds, how these differences can impact problem behaviors, and implement strategies for addressing those differences.

CC6K1. Candidates demonstrate understanding of cultural and linguistic differences on growth and development.

CC6K2. Candidates discuss characteristics of one’s own culture and use of language and the ways in which these can differ from other cultural and uses of languages and how these can influence children with behavior concerns.

CC6K3. Candidates demonstrate understanding that ways of behaving and communicating among cultures can lead to misinterpretation and misunderstanding.

CC7S8. Candidates develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

CC5K8. Candidates demonstrate knowledge of ways to create learning environments that allow individuals to retain and appreciate their own and others’ respective language and cultural heritage.

CC9S5. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individual

1. Strengthening and Enriching Learning Conceptual Framework

1.1.a Understands ethical and legal standards.

1.1.b Understands the importance of and strategies for effective advocacy on behalf of the profession.

1.3.a Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one’s professional identity.

2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

2.2.b Demonstrates ability to build collaborative relationships among schools, families, and communities.

2.2.c Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

2.3.a Values and respects individuals and their differences.

2.3.b Believes all students can learn.

3.2.a Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.

3.2.b Shares content in challenging, clear, and compelling ways using real world

contexts and integrating appropriate technologies.

3.2.d Reflects to enhance professional practice.

4.2.a Understands the complexities of social systems that impact student learning.

4.3.a Values the intertwining role of family, community, and schools and their impact on student learning.

4.3.b Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

5.1.a Understands the relevance of research findings and performance data.

5.2.a Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.

5.2.b Demonstrates ability to apply research methods and statistical techniques to improve professional practice.

5.2.c Demonstrates ability to interpret and apply research findings from professional literature.

5.3.a Appreciates the importance of evidence-based practice.

**VI. Course Assessment and Performance Measures**

Remember to keep all assignments in an electronic format in a safe location (i.e., jump drives, home computers, etc.), making duplicate copies, because you may opt to use them as artifacts when you complete your Livetext portfolio in Lab I and/or Lab II.

1. **Parent Interview (50 Points) -** You will write a 2-3 page paper regarding your interview with a parent of a child with a severe disability that includes the following:
2. Paragraph describing the child (including family and school situation) and his disability.
3. (2) Summary of what you found out about the child and how this information can be used to help you as a special education teacher. Also, support your conclusions with information from the text/course. [GC2K2, CC5S3, GC5S1, IC5S1]

B. **School Self Study (50 Points)**: Each of you will write a school self study. The purpose of this self-study will be for you to have an opportunity to do some investigation as to how these children are provided services in your school district. See Rubric [GC1K6, IC1K5, GC2K3, IC2K3]

1. **Ecological Inventory and Task Analysis** **(50 Points):**  Using your own school district as your ecological environment, you will write a description of a child with a severe disability; create and ecological inventory conduct an EI for a domain (i.e., Community, leisure-recreational) and After you have completed your EI, select **ONE** skill or cluster of skills and develop a Task Analysis for the skill. See Rubric [GC5S1, IC5S1, CC7S5, CC7S4]
2. **IEP Case Study (50 points).**  You will be provided information about a child with severe disabilities. From the information, you will develop: **IEP Goals and Objectives** [GC5S1, IC5S1, CC7S5, CC7S4, CC5S3, GC5K2, IC5K3, CC5S16, CC7S4]
3. **IEP Final - (50 Points)** Individualized Education Program

You will read through the case study and the steps in the IEP process. Finally, using the case study provided, complete the seven steps to complete the IEP process. [GC5S1, IC5S1, CC7S5, CC7S4, CC5S3, GC5K2, IC5K3, CC5S16, CC7S4]

1. **Discussion Board (5 @ 10 Points = 50).** There will be several forums for discussion. You will be expected to participate and add to the depth of the discussion. Guidelines provided. [GC1K6, IC1K5]
2. **Grading Scale: 300 Points Total**

A = 90 – 100% 270 - 300 points

B = 80 – 89% 240 - 269 points

C = 70 – 79% 210 - 239 points

D = 60 – 69% 180 - 209 points

F = Below 60% 0 - 179 points

**G**. **Late Submission Policy**:

Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

**VII. Course Outline**

**Week 1 and 2 (combined)** Definitions, Descriptions, Characteristics, and Potential and Collaboration, Important Consideration Prior to Teaching Persons with Severe Disabilities ***(Reminder Week 2 starts on March 31st. We will take the week of March 24-28 off for Spring Break)***

**Readings**

• Chapters 1-3 in text book

**Discussions**

• Discussion Board 1 (Due Week 1) Please note that your initial post is due by Wednesday, 11:59 pm of Week 1.  You comments must be posted by Sunday, 11:59 pm of Week 1.

* Discussion Board 2 (Due Week 2) Please note that your initial post is due by Wednesday, 11:59 pm of Week 2.  You comments must be posted by Sunday, 11:59 pm of Week 2.

**Assignment**

• Self Study- Will be available for you to work on Week 1 but is due in *Week 2 by Sunday midnight.*

*All Week 1 and 2 activities due by Sunday midnight.*

**Week 3 and 4 (Combined)** *Planning and Assessment Procedures*

**Readings**

• Chapters 4-6 in textbook

**Discussions**

Discussion Board #3 Due Week 3 Please note that your initial post is due by Wednesday, 11:59 pm of Week 3.  You comments must be posted by Sunday, 11:59 pm of Week 3.

**Assignment**

• Parent Interviews. Will be available for you to work on Week 3 but is due in *Week 4 by Sunday midnight.*

*All Week 3 and 4 activities due by Sunday midnight.*

**Week 5** *General Instructional Procedures*

**Readings**

• Chapters 7-10 in textbook

**Discussions**

* Discussion Board #4 Please note that your initial post is due by Wednesday, 11:59 pm of Week 5.  You comments must be posted by Sunday, 11:59 pm of Week 5.

**Assignment**

• Ecological Inventory and Task Analysis

*All Week 5 activities due by Sunday midnight.*

**Week 6** Specific Instructional and Management Procedures

**Readings**

• Chapters 11-13

**Discussions**

* Discussion Board #5

**Assignment**

• IEP Assignment

*All Week 6 activities due by Sunday midnight.*

**Week 7** Special Considerations

**Readings**

• Chapters 13-16

**Discussions**

* Discussion Board #6

**Assignment**

• Final IEP Project

*All Week 7 activities due by Friday midnight.*

**VIII. Special Considerations and/or Features of the Class**

A. Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

B. Students are required to use word processing and *APA Publication Manual*, 5th Edition to prepare the course papers. (See rubrics in course documents for details on grading criteria.)

C. Students are required to utilize LiveText for portfolio construction.

D. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

E. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

**IX. Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities <http://www2.astate.edu/disability/> 870-972-3964.

**X. References**

Dunlap, G., Foster-Johnson, L., Clarke, S., Kern, L., & Childs, K.E. (1995). Modifying

activities to produce functional outcomes: Effects on problem behaviors of

students with disabilities. *Journal of the Association for Persons with Severe*

*Handicaps,* 20, 248-258.

Dymond, S.K., Renzaglia,A., Gilson, C.L. & Slagor, M.T. (2007). Defining access to the

general curriculum for high school students with significant cognitive disabilities.

*Research & Practice for Persons with Severe Disabilities, 32,* 1-15.

Horner, R. H. & Carr, E.G. (1997). Behavioral supports for students with severe

disabilities: Functional assessment and comprehensive intervention. *Journal of*

*Special Education*, *31*, 84-104.

McDonnell, J.J., Hardman, M.L., & McDonnell, A. (2003*). Introduction to persons with*

*moderate and severe disabilities: Educational and social issues*. Upper Saddle Falls,

NJ: Allyn & Bacon.

Johnson, J. M., Baumgart, D., Helmstetter, E., & Curry, C. A. (1996). *Augmenting basic*

*communication in natural settings.* Baltimore; Paul H. Brookes.

Orelove, F. P., & Sobsey, D. (1996). *Educating children with multiple disabilities: A*

*transdisciplinary approach* (3rd ed.). Baltimore: Paul H. Brookes.

Rogan, P. (2007). Toward full citizenship: Meaningful employment and systems change.

*TASH Connections, 33(1/2),* 23-25.

Westling, D. & Fox, L. (2004). *Teaching students with severe disabilities* (3rd Ed.).

Columbus: Prentice Hall.

Arkansas State University



**School of Teacher Education and Leadership**

**ELSE 5083 Collaboration for Special Education Service Delivery**

1. **Course Information**

ELSE 5083 Collaboration for Special Education Service Delivery

Professor: Cindy M. Nichols, Ed. S.

Office: **420 Smith Center**

**E-mail: cmnichols@astate.edu**

Phone: 870-972-2916

Fax: (870) 680-8130

Virtual Office Hours: Mondays 7:00-9:00 p.m.

For use as Arkansas professional development hours, access the

following website: <http://arkansased.org/pd/index.html>

**Textbook(s) Readings**

A. Primary Text:

Friend, M., & Cook, L. (2009). *Interactions: Collaborative skills for school professionals* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

1. **Purpose and Goals of the Course**

This course provides a study of the team planning process, working with families, and service delivery options for special education, including special class placement, consultation, and collaborative teaching.

1. **Course Objectives/Student Outcomes**

Objectives are coded to State’s Competencies for K-12 Special Education.

these competencies are identical to the Council for Exceptional Children (CEC)

Knowledge and Skills for Special Educators and coded as such. Also, the

competencies are aligned to the Arkansas Teachers Standards (ATS)

(INTASC) standards. These competencies provide the fundamental knowledge

base for the development of course objectives. In addition, all objectives align

with Praxis II (PR).

Course Objectives**:**

1. The student will be able to demonstrate knowledge of the roles and

responsibilities of various stakeholders involved in the delivery of special

education services.

(CEC 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3; ATS 9,10; PR 5; TESS 4a,4c-f)

2. The student will be able to demonstrate knowledge of various models of

collaboration and collaborative teaching.

(CEC 1.1,1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1. 5.2, 5.3, 5.4, 5.6, 5.7, 5.8; 6.1, 6.2, 6.3,

6.4 , 6.5 6.6, 7.1, 7.2, 7.3; ATS 1,2,3,4,5,7,8,9,10; PR 1,2,3, 5; TESS 1a-f, 2a-e, 3a-e,

4a-f)

3. The student will demonstrate knowledge of the special education process and

collaborative practices within their local public school setting.

(CEC 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3; ATS 9, 10; PR 5; TESS 4d, 4e, 4f)

1. **Linkage to CEC Standards**

**Standard 1: Learner Development and Individual Learning Differences**

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

* 1. Beginning special education professionals understand how language,

culture and family background influence the learning of individuals with exceptionalities.

* 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

**Standard 2: Learning Environments**

2.0 Beginning special education professionals create safe, inclusive, culturally, responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

**Standard 3: Curricular Content Knowledge**

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with

exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized

curricula to make them accessible to individuals with exceptionalities.

**Standard 5: Instructional Planning and Strategies**

5.0 Beginning special education professionals select, adapt, and use a

repertoire of evidence-based instructional strategies6 to advance

learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support

instructional assessment, planning, and delivery for individuals with

exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**Standard 6: Professional Learning and Ethical Practice**

6.0 Beginning special education professionals use foundational knowledge

of the field and the their professional Ethical Principles and Practice

Standards to inform special education practice, to engage in lifelong

learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical

Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational

knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a

part of families, cultures, and schools, and that complex human issues can

interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

**Standard 7: Collaboration**

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

1. **Linkage to Arkansas Teaching Standards**:

***Arkansas Teaching Standards Website:***

[***http://www.arkansased.org/public/userfiles/HR\_and\_Educator\_Effectiveness/Educator\_Prep/Arkansas\_Teaching\_Standards\_2012.pdf***](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf)

**Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standards: 1(b) through 1(j)

**Standard 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standards: 2(a), 2(b), 2(c), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n), 2(o)

**Standard 3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standards: 3(a), 3(c), 3(d), 3(e), 3(f), 3(j), 3(k), 3(l), 3(m), 3(n), 3(o), 3(r)

**Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standards: 4(a) through 4(n)

**Standard 5:** **Application of Content**

. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic

local and global issues.

Standards: 5(c), 5(r), 5(s)

**Standard 6: Assessment**

The teacher understands and uses multiple methods of

assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standards: 6(b), 6(e), 6(f), 6(h), 6(k), 6(p), 6(s), 6(u)

**Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standards: 7(a) through 7(q)

**Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standards: 8(a) through 8(s)

**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standards: 9(a), 9(d), 9(e), 9(g), 9(i), 9(j), 9(l), 9(n), 9(o)

**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standards: 10(a), 10(b), 10(f), 10(g), 10(h), 10(j), 10(k), 10(l), 10(m), 10(n), 10(o), 10(r), 10(s), 10(t)

1. **Linkage to Teacher Excellence Support System:**

[**http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg**](http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg)

Domain 1: Planning and Preparation: 1a through 1f

Domain 2: The Classroom Environment : 2a through 2e

Domain 3: Instruction: 3a through 3e

Domain 4: Professional Responsibilities: 4a through 4f

1. **Diversity Related CEC Standards**

ISCI1K5. Candidates recognize cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

ISCI1K12. Candidates recognize differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences.

ISCI2K7. Candidates recognize strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

ISCI2K8. Candidates understand ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage.

ISCI2S13. Candidates organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.

ISCI4S6. Candidates use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

ISCI5S6. Candidates develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

ISCI6S6. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.

ISCI7S10. Candidates communicate effectively with families of individuals with exceptionalities from diverse backgrounds.

**E. Linkage to Special Education Praxis: Core Knowledge and Applications**

Content Area 1: Development and Characteristics of Learners

Content Area 2: Planning and Learning Environment

Content Area 3: Instruction

Content Area 4: Assessment

Content Area 5: Foundations and Professional Responsibilities

**F. Strengthening and Enriching Learning Conceptual Framework:**

1.2.b Promotes and applies ethical and legal standards in decision-making.

1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.

2.1.a Understands societal factors such as gender, race, social class, ethnicity,

ability, sexual orientation, age, and religion that impact student learning.

2.2.a Plans and creates experiences that help all students learn.

2.2.b Demonstrates ability to build collaborative relationships among schools,

families, and communities.

2.3.a Values and respects individuals and their differences.

2.3.b Believes all students can learn.

3.2.c Selects and develops strategies and technologies, based on research and

experience, to help all students learn.

3.2.d Reflects to enhance professional practice.

4.1.a Understands the complexities of social systems that impact student learning.

4.2.a Demonstrates a high level of skill in identifying the human, material and

technological resources necessary to be effective within their professional

role.

4.2.b Demonstrates understanding of developmentally appropriate individual,

family, and group strategies for working with diverse populations.

4.3.a Values the intertwining role of family, community, and schools and their

impact on student learning.

1. **Course Assessment and Performance Measures**

Performance Indicators

1. Students will have a variety of activities that require them to collaborate with peers and individuals in the school and community.
   1. **Interviews: (Field Experience: 180 points)** -- Students will conduct interviews of the following: special education teacher, general education teacher, principal, parent of a child with a disability, a paraprofessional, and a related service provider. The interviews will focus on the perceptions that each have toward collaboration and special education service delivery. CEC Linkage: Standards: 6
   2. **Co-Teaching Project: (90 points)** -- Students will design three “mock” lesson plans that could be co-taught with a general classroom teacher within a content area subject. The project must delineate the specific roles of each teacher and include accommodations for students with varying disabilities. CEC Linkage: Standards: 1, 2, 3, 5, 6, 7
   3. **Paraprofessional Plan: (40 points)** -- Students will design a plan for collaborating with paraprofessionals within their classroom. The plan shall include: specific information on how the teacher will communicate expectations, paraprofessional training, and development of a job description for their paraprofessional. CEC Linkage: Standards: 6,7
   4. **Power Point Presentation: (Field Experience: 2 @ 70 points)** -- Students will develop a PowerPoint presentation . The topic will focus on the collaborative practices for special education service delivery in the student’s school district and community. The second presentation will focus specially on the barriers that make collaboration challenging.

CEC Linkage: Standards 6,7

1. **Chapter Quizzes: (50 points)** -- Students will complete chapter quizzes. These activities are to encourage you to keep up in your readings.

CEC Linkage: Standards 1, 2 ,6, 7

1. **Article Critiques: (4 @ 30 points each):** Students must read four separate articles from professional journals regarding collaboration as it relates to selected special education topics. The students will also submit a review and critique for each article.

CEC Linkage: 6,7

1. **Personal Introduction: (10 points)** – Students will create a personal introduction on Discussion Board. Instructions for this assignment can be found in Week One in Blackboard Learn.

1. **Evaluation Procedures:**

Remember to keep all assignments in an electronic format in a safe location (i.e., jump-drives, home computers, etc.), making duplicate copies, because you may opt to use them as artifacts when you complete your portfolio in Lab I and/or Lab II.

1. Activities and Assignments

Personal Introduction 10 points

Interviews 180 points

Co-Teaching Project 90 points

Paraprofessional Plan 40 points

Quizzes 50 points

Article Critiques 120 points

Power Point 140 points

**Total 630 points**

B. **Grades**

A = 90-100% 567-630 points

B = 80-89% 504-566 points

C = 70-79% 441-503 points

F = Below 70% 440 points and below

C. **Late Submission Policy:** Except in cases of serious extenuating

circumstances, tardy work will not be accepted. The course professor will

determine if the excuse for late work rises to the level of being a “serious

extenuating circumstance.”

**VI. Course Outline**

|  |  |
| --- | --- |
| **Course Outline** | |
| **Week 1** | **Readings**   * *Chapter 1 Foundations and Perspectives* * *Chapter 5 Interpersonal Problem Solving* * *Chapter 6 Teams*   **Power Points**   * Chapters 1,5,6   **Assignments**   * Special Education Teacher Interview * General Education Teacher Interview * Article Critique: Response to Intervention * Personal Introductions   **Assessments**   * Chapter Quiz 1 on Chapters 1,5,6   *All Week 1 activities due by Sunday midnight.* |
| **Week 2** | **Readings**   * Chapter 7 Co-Teaching * Chapter 8 Consultation * Chapter 10 Para educators   **Power Points**   * Chapters 7,8,10   **Assignments**   * Paraprofessional Interview * Paraprofessional Collaboration Plan * Article Critique: Working with Para-educators * Article Critique: Co-Teaching   **Assessments**   * Chapter Quiz 2 Chapters 7,8,10   *All Week 2 activities due by Sunday midnight.* |

|  |  |
| --- | --- |
| **Week 3** | **Readings**   * Chapter 11 Families   **Presentations**   * Chapters 11   **Assignments**   * Parents of a Special Needs Child Interview * Article Critique: Working With Families   **Assessments**   * Chapter Quiz 3 Chapter 11   *All Week 3 activities due by Sunday midnight.* |
| **Week 4** | **Video**  **Readings**   * Chapter 2 Interpersonal Communication * Chapter 3 Listening, Responding, and Giving Feedback * Chapter 4 Integrating Skills in Interviews   **Presentations**   * Chapters 2-4   **Assignments**   * Principal Interview * Related Service Provider Interview   **Assessments**   * Chapter Quiz 4 Chapters 2-4   *All Week 4 activities due by Sunday midnight.* |

|  |  |
| --- | --- |
| **Week 5** | **Video**  **Readings**   * Chapter 2 Interpersonal Communication * Chapter 3 Listening, Responding, and Giving Feedback * Chapter 4 Integrating Skills in Interviews   **Presentations**   * Chapters 2-4   **Assignments**   * Co-Teaching Project: Lesson 1 * Co-Teaching Project: Lesson 2 * Co-Teaching Project: Lesson 3   *All Week 5 activities due by Sunday midnight.* |
| **Week 6** | **Readings**   * Chapter 9 Difficult Interactions * Chapter 13 Perspectives and Issues   **Presentations**   * Chapters 9,13   **Assignments**   * PowerPoint Presentation   **Assessments**   * Chapter Quiz 5 on Chapters 9,13   *All Week 6 activities due by Sunday midnight.* |
| **Week 7** | **Assignments**   * PowerPoint Presentation on Barriers to Collaboration   *All Week 7 activities due by Friday midnight.* |

**VII. Special Considerations and/or Features of the Course**

1. Students are required to utilize Live-Text for portfolio construction.
2. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
3. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism

**VIII. Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities. Disabilities office can be reached at: <http://www2.astate.edu/disability/> or call 870-972-3964.

**IX. References**

Cook, L. & Friend, M. (2009). Interactions: Collaboration skills for school

professionals (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Dettmer, P., Dyck, N. & Thurston, L. (2011). *Consultation, collaboration, and*

*teamwork for students with special needs* (5th ed.). Boston, MA: Allen and

Bacon.

Erwin, E., Soodack, Shogren, K., L., Turnbull A., & Turnbull R. (2011). *Families,*

*professionals, and exceptionality.* (6th ed.) Upper Saddle River, NJ:

Merrill/Prentice Hall.

Villa, R. A., Thousand, J., Nevin, A. (2008). *A guide to co-teaching: Practical tips*

*for facilitating student learning.* (2nd ed.). Thousand Oaks, CA: Corwin Press.

College of Education and Behavioral Science

Department of Educational Leadership, Curriculum, and Special Education

ELSE 6163 Positive Interventions and Support

Spring, 2018

**Instructor:** Dr. Kimberley Davis

Office: Education and Leadership Studies, 212

Office hours: W 9am-12 noon

Office phone: 870-972-3607

Email: kimberleydavis@astate.edu

For use as Arkansas professional development hours, access the following website: <http://www.arkansased.gov/divisions/learning-services/professional-development>

**Textbook(s)/Readings**

Primary Texts:

Storey, K., & Post, M. (2012). Positive behavior supports in classrooms and schools*: Effective and practical strategies for teachers and other service providers* (2nd ed.). Springfield, IL: Charles C. Thomas.

Arkansas Curriculum Frameworks & Standards: <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

Assigned Readings: Posted to Blackboard

Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

**PROCTORU**

ProctorU is a live online proctoring service that allows students to take exams from the comfort of their home. ProctorU provides instructors with options for online proctoring of exams and assignments. Instructors will utilize live proctoring, record and review proctoring, or UCard authentication services. Your instructor will provide specific information as to the services selected for this course.

Students will create their ProctorU/UCard profile at the beginning of the semester. Once completed, students will use this profile to schedule their exams as instructors make the exams available. Please note that UCard authentication checks may occur at any time during the course.

ProctorU is available 24/7, however students will need to schedule a proctoring session at least 72 hours in advance to avoid any on demand scheduling fees.

To create a ProctorU profile visit go.proctoru.com. ProctorU also provides free technical support to ensure students have the best testing situation possible. That is available at www.proctoru.com/testitout. On this page students will be able to test their equipment, learn about what to expect during the proctoring session and ask any questions about the proctoring process with a ProctorU representative. ProctorU technical support is also available via phone at 1-855-772-8678.

In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo id. ProctorU recommends that you visit www.proctoru.com/testitout prior to the proctoring session to test equipment that will be used during the exam session.

**Course Description**

This provides a basis of understanding and addressing behavior challenges of diverse learners. In this course a range of issues, concepts and practices centering on Positive Behavior Interventions and Support (PBIS) in school, communities, and other social settings.

**Program Outcomes**

Council for Exceptional Children (CEC)

1.1, 1.2 Learner Development and Individual Learning Differences

2.1, 2.2, 2.3 Learning Environment

6.2 Professional Learning and Ethical Practice

**Course Level Student Learning Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | TESS Linkage | ATS linkage | CEC Linkage |
| Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities. | 1b, 2a, 2b, 2c, 2d, 2e | 1, 2 | 1.1 |
| Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities. | 1b, 2a, 2b, 2c, 2e | 1, 2 | 1.2 |
| Ability through collaboration with general educators and other colleagues, to create a safe, inclusive, culturally responsive learning environment to engage individuals with exceptionalities in meaningful learning activities and social interactions. | 2a, 2b, 2c, 2d | 3 | 2.1 |
| Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. | 2a, 2b, 2c, 2d | 3 | 2.2 |
| Knowledge of how to intervene safely and appropriately with individuals with exceptionalities in crisis. | 2a, 2b, 2c, 2d | 3 | 2.3 |
| Knowledge of legal foundations for special education (Manifestation determination review and disciplinary procedures). | 4f | 9 | 6.2 |
| Ability to use theory and elements of effective collaboration | 4c, 4d | 10 | 2.1 |

**Course Requirements and Grading**

|  |  |
| --- | --- |
| Course Assessment and Performance Measures | Points |
| First day Assignment. Introduction and File Submission. This is due on the Wednesday night of the first week of class of 11:59 p.m. | 10 |
| **PBIS Project (Summative).** Graduate candidates will complete a project that documents their ability to apply the following professional practices: conduct a functional assessment interview, collect observational data, develop a behavioral hypothesis, and design a behavior support plan | 100 |
| **Part I: Functional Behavior Assessment.** Graduate candidates will complete a functional behavior analysis that includes a formal observation, interview, assessment, one week of data collection, and analysis of behavior. | 30 |
| **Part II: Behavior Intervention Plan**. Graduate candidates will write behavioral objectives, identify components of behavioral objectives, determine which data collection system should be used in different situations. Describe in specific detail the intervention you will use. Explanations should be very specific and in sufficient detail that someone reading your explanation could reliably replicate the procedures used. | 35 |
| **Part III**: **Intervention Implementation.** Graduate candidates will summarize the results of the interventions, provide recommendations, and reflect on their overall experiences | 35 |
| **Discussion Board (4 @ 20 = 80).** Graduate candidates will participate in weekly discussion board forums related to behavior. Discussion board forums will include Position on Discipline in Schools, Promoting Social Competence in Schools, Bullying Prevention, Intervention Strategies, and Behavior Reflection All discussion board forums are due on Wednesday (initial) and Friday (follow-up) of each week. | 80 |
| **Final Reflection**. Graduate candidates will write a final reflection of the course that reflects all course requirements and the identified CEC Standards (1, 2, 4, 6, 7). | 20 |
| **TOTAL** | 310 points |

**Grading Scale**

100 – 90=A; 89-80 = B; 79-70 = C; 69 and below = F

**Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the A-State Officer of Disabilities <http://www.astate.edu/disability> 870-972-3964.

**Diversity** Teacher candidates will discuss how and when differentiating assessment is appropriate based on student diversity in the classroom.

**Technology** Teacher Candidates will use Microsoft Office tools for creating and submitting assignments and will explore at least one web 2.0 tool or other technology-based formative assessment tool.

**Special Considerations and/or features of the Course**

Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

Students are required to use word processing and APA Publication Manual, 6th Edition to prepare the course papers. (See rubrics in course documents for details on grading criteria.)

Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the A-STATE Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

Candidates must use people-first language to be consistent with IDEA. Points will be deducted for inappropriate use.

Computer access: You need consistent access to a working computer and printer for this course, whether you use your private computer and printer or public ones; however, you alone are responsible for saving and backing up your written work. If you fail to do so, you risk missing course deadlines, which can lead to a lower grade. Always keep a copy of the file or a copy of the assignment in case you need to resubmit.

**University and Course Policies**

**Procedures to Accommodate Students with Disabilities**

“Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.” (Disability Services website.)

**Inclement Weather Policy**

The University’s Inclement Weather Policy from the *Student Handbook*:

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

**Academic Misconduct Policy:**

The following statements are from the Academic Misconduct Policy stated in the *Student Handbook*:

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

According to the *Student Handbook*:

**Plagiarism** is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.

**Cheating** is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

The following sanctions may be imposed for Academic Misconduct:

• A failing grade on the paper or project;

• Rewriting or repeat performance of course work;

• A failing grade for the class;

• Dismissal from the class;

**•** Dismissal from a particular program;

• Suspension or Expulsion from the university;

• Other appropriate sanctions as warranted by the specific acts of the student.

The entire ASU’s Academic Integrity Policy in the Student Handbook at <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>

If you need additional assistance in understanding what plagiarism is and how to avoid it, the following resources may be helpful in addition to the *A-State Student Handbook*:

<http://www.plagiarism.org/>

[**https://owl.english.purdue.edu/owl/resource/589/01/**](https://owl.english.purdue.edu/owl/resource/589/01/) **Purdue University Online Writing Lab, Avoiding Plagiarism**

**Attendance Policy**

University Policy from the Current Bulletin:

Students should attend every lecture, recitation and laboratory session of every course in which

they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. It is the practice of Arkansas State University to allow students to participate in university sponsored academic or athletic events, even when those events cause them to be absent from class. Students participating in university sponsored academic or athletic events will not have those days counted against their available absences and will be given reasonable opportunities to make up missed assignments and exams.

Students must utilize their available absences for any cause which requires them to miss class

including, but not being limited to, vacation, illness, emergency, or religious observances. Students who are aware that they will have absences during a term should ensure that they do not exceed the absences available.

**Late Submission Policy:**

Except in cases of serious extenuating circumstances, tardy work will not be accepted. Instructional assistants and/or the course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.” Extenuating circumstances do NOT include forgetting, technical difficulties or running out of time. The evaluation of an extenuating circumstance is judged on a case-by-case basis. Documentation MUST be provided within a 48-hour period.

The following examples of extenuating circumstances are provided as a guide to those, which would be normally accepted with documentation:

* Serious illness shortly before a coursework deadline
* Death of a family member or close friend shortly before a deadline
* Sudden illness or emergency involving a close family member.
* Domestic problems, e.g. fire, theft.

**Course Outline**

|  |  |
| --- | --- |
| WEEK | CONTENT |
| 1 | Overview of Positive Behavior Interventions and Supports and SW-PBIS |
| 2 | Measuring Behavior: Functional Assessment Analysis |
| 3 | Reinforcement and Preventative Measures of Behavior |
| 4 | Classroom Structure and Social Skill Development |
| 5 | Self-Management Strategies |
| 6 | Intervention, Application, and Reflection |
| 7 | Wrap-Around Services and Behavior Instruction |

**ELSE 6183 Teaching Students with Autism Spectrum Disorders**

Department of Educational Leadership, Curriculum, and Special Education

**I. Course Information**

ELSE 6183 – Teaching Students with Autism Spectrum Disorders

Professor: Dr. Gwendolyn Neal

Office: Education and Leadership Studies – Room 209

Phone: (870) 972-3062

Fax: (870) 680-8130

E-mail: gneal@astate.edu

Virtual Office Hours: Monday & Wednesday 10:00am – 3:00pm

In Office: Tuesday & Thursday 11:00am – 3:00pm

For use as Arkansas professional development hours, access the following website: <http://arkansased.org/pd/index.html>

**Textbook(s) Readings:**

1. Primary Text:

Boutot, E. (2011). *Autism spectrum disorders: Foundations, characteristics, and effective strategies.* Upper Saddle River, NJ: Prentice Hall

**II. Purpose and Goals of the Course**

1. A comprehensive, research-based study and overview of Autism Spectrum Disorders (ASD). The purpose and goals of this course are to (a) provide a study of ASD, including its many manifestations and associated characteristics; (b) understand and appreciate the issues faced by the families of children on the autism spectrum so that teachers can more empathetically work with them; and (c) provide sufficient information on the myriad instructional strategies from which students with autism may benefit, and based on this knowledge, be able to make an appropriate decision as to which strategy to use.

III. **Course Objectives/Student Outcomes**

Objectives are coded to State’s Competencies for K-12 Special Education. These competencies are identical to the Council for Exceptional Children (CEC) Knowledge and Skills for Special Educators and coded as such. Also, the competencies are aligned to the Arkansas Teacher Standards (ATS) (INTASC) standards. These competencies provide the fundamental knowledge base for the development of course objectives. In addition, all objectives align with Praxis II (PR).

At the completion of the course the students should be able to demonstrate knowledge of the following:

1. **Linkage to CEC Standards / AR Teacher Competencies Grades K-12 /Praxis II**

**Standard 1: Learner Development and Individual Learning Differences**

1.1 Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities. (PR 1)

1.2 Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities. (PR 1)

**Standard 2: Learning Environments**

2.1 Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. (PR 2)

2.2 Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (PR 2)

2.3 Knowledge of how to intervene safely and appropriately with individuals with exceptionalities in crisis. (PR 2)

**Standard 3: Curricular Content Knowledge**

3.1 Ability to understand the central concepts, structures of the discipline, and tools of inquiry of the content areas that are taught, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. (PR.3)

3.2 Ability to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (PR.3)

3.3 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities. (PR.3)

3.7 Knowledge of Social Science for learners with exceptionalities (PR.3

**Standard 4: Assessment**

4.2 Ability to use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. (PR 4)

4.4 Ability to engage individuals with exceptionalities to work toward quality learning and performance and provides feedback to guide them. (PR 4)

**Standard 5: Instructional Planning and Strategies**

5.1 Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (PR.2)

5.2 Ability to use technologies to support instructional assessment planning, and delivery for individuals with exceptionalities. (PR.2)

5.3 Knowledge of augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (PR.2)

5.4 Ability to use strategies to enhance language development and communication skills of individuals with exceptionalities. (PR.2)

5.5 Ability to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. (PR.2)

5.6 Ability to teach to mastery and promote generalization of learning

5.7 Ability to teach cross-disciplinary knowledge and skills such as critical thinking/problem solving to individuals with exceptionalities. (PR.2)

5.8 Ability to apply Universal Design for Learning (UDL) principles.

**Standard 6: Professional Learning and Ethical Practice**

6.1 Knowledge of legal foundations for special education including(PR 5):

* Components of a legally defensible individualized education program (IEP)
* Roles and responsibilities of the special education teacher
* Potential bias issues that may impact teaching and interactions with students and their families

**Standard 7: Collaboration**

7.1 Ability to use the theory and elements of effective collaboration.

1. **Arkansas Standards**

Standard #1:

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and teaches in a manner that links the disciplines to other subjects.

Standard #2:

The teacher plans curriculum appropriate to the students, to the content, and to course objectives.

Standard #3:

The teacher plans instruction based upon human growth and development, learning theory, and the needs of the students.

Standard #4:

The teacher exhibits human relations skills which support the development of human potential.

Standard #5:

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning and wellbeing.

1. **Learning to Teach, Teaching to Learn (ASU Frameworks Linkage)**
2. Communication Skills. The teacher candidate demonstrates effective communication skills, including:
   1. Utilization of Technological Practices as Identified in the ISTE Standards
   2. Use of Standard English in Writing and Speaking
   3. Adaptations to Diverse and Special Populations
3. Professionalism. The teacher candidate acts in a legal, professional, and compassionate manner, including:
4. Demonstration of Legal Disposition by utilizing skills within the frameworks of teacher/student rights, privacy/confidentiality, and liability
5. Demonstration of Professional Disposition by Practices utilizing skills within the framework of CEC Code of Ethics, school governance policies/procedures, and self-assessment of professional growth
6. Demonstration of a Compassionate Disposition by applying skills that provide evidence of kindness/empathy, trust, and an appreciation for diverse and exceptional learners.
7. Curriculum. The teacher candidate plans and implements best practices in the curriculum appropriate to students, grade level, content, and course.
8. Teaching Models. The teacher candidate demonstrates the knowledge of ability to apply an appropriate teaching model that is consistent with needs of student.
9. Classroom Management. The teacher candidate utilizes appropriate classroom management strategies.
10. Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
11. Reflective Teaching. The teacher candidate reflects on teaching and learning.
12. Subject Matter. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students

**D. ISTE Linkage**

The student will practice within the framework that demonstrates knowledge and skills in:

I. Technology Operations and Concepts

II. Planning and Designing Learning Environments and Experiences

III. Teaching, Learning, and the Curriculum

IV. Assessment and Evaluation

V. Productivity and professional Practice

VI. Social, Ethical, Legal, and human Issues

**G. Diversity Related CEC Standards**

CC1K5. Candidates recognize issues in definition and identification of individuals with problem behaviors, including those from culturally and linguistically diverse backgrounds.

CC1K8. Candidates discuss historical points of view and contribution of culturally diverse groups.

CC3K3. Candidates demonstrate the understanding that variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with ELN, family and schooling.

CC3K4. Candidates demonstrate understanding that cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

CC3K5. Candidates demonstrate understanding of the differing ways of learning of individuals with ELN including those from culturally diverse backgrounds, how these differences can impact problem behaviors, and implement strategies for addressing those differences.

CC6K1. Candidates demonstrate understanding of cultural and linguistic differences on growth and development.

CC6K2. Candidates discuss characteristics of one’s own culture and use of language and the ways in which these can differ from other cultural and uses of languages and how these can influence children with behavior concerns.

CC6K3. Candidates demonstrate understanding that ways of behaving and communicating among cultures can lead to misinterpretation and misunderstanding.

CC7S8. Candidates develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

CC5K8. Candidates demonstrate knowledge of ways to create learning environments that allow individuals to retain and appreciate their own and others’ respective language and cultural heritage.

CC9S5. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individual

1. **Strengthening and Enriching Learning Conceptual Framework**

1.1.a Understands ethical and legal standards.

1.1.b Understands the importance of and strategies for effective advocacy on behalf of the profession.

1.2.a Demonstrates competence in applying knowledge of content and research in  
 professional practice.

1.2.b Promotes and applies ethical and legal standards in decision-making.

1.3.a Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one’s professional identity.

2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

2.2.a Plans and creates experiences that help all students learn.

2.2.b Demonstrates ability to build collaborative relationships among schools, families, and communities.

5.1.a Understands the relevance of research findings and performance data.

5.2.a Collects and analyzes student assessment data and makes data-driven decisions

5.2.b Demonstrates ability to apply research methods and statistical techniques

To improve professional practice.

5.2.c Demonstrates ability to interpret and apply research findings from professional literature.

**V. Course Assessment and Performance Measures**

Remember to keep all assignments in an electronic format in a safe location (i.e., jump drives, home computers, etc.), making duplicate copies, because you may opt to use them as artifacts when you complete your portfolio in Lab I and/or Lab II.

1. **Research Project and Presentation**: **(150 points)** Graduate candidates will explore one research based method, curriculum, instructional approach, and/or intervention, currently being used to help educate students with ASD. Final Research Project will be submitted along w/video recorded video of student presenting the research as if in professional forum. A detailed description of the assignment will be provided. Final Research Project is due in week 7.
2. **Parent Interview**: **(60 points)** Graduate candidates will interview 3 parents who have children diagnosed w/ASD. Children must range in age from 5 – 18. The interview will focus on the parents’ experiences with educators, due process, inclusion, etc. A detailed description of the assignment will be provided. Parent Interviews are due in Week 5**.CEC Standards 1, 7**
3. **Quizzes (3): (various point range)** Candidates will read chapters in assigned text and respond to content specific questions/vignettes/case studies. Directions will be provided. Quizzes are assigned as noted on course schedule.
4. **Evidence-based ASD Intervention Plans: (110 points)** Graduate candidates will design lesson plans (in Science, Math, or Language Arts) that are directly tied to learning challenges associated with ASD. Appropriate educational goals and objectives for children with ASD will be targeted. A detailed description of the assignment will be provided. **CEC Standards 1, 2, 3, 5, 6, 7** ASD Plans are due in week 6.
5. **Discussion Board**- **(3 @ 10 = 10)** Topics regarding ASD will be discussed. Candidates will be given information for them when they are assigned. Discussions are assigned in weeks 1, 3, and 5 **CEC Standards: 1, 2, 3**
6. **CEC Standards Based Reflection: (30 points)** Graduate candidates will write a final reflection of this course which includes reference to all course assignments and the identified **CEC standards 1, 2, 3, 4, 5, 6, 7.** This isdue in week 7
7. **Focus Questions: (20 points**) Questions from Chapter One are structured to assess students understanding of chapter objectives and main ideas.
8. **Introduction/Personal Reflection on ASD (15 points)** Students will introduce themselves to classmates and write a brief summary of their thoughts/experiences with ASD

Students are assigned points for each assignment or exam. Students are ranked on total points and assigned grades based on percentage:

A= 90% -100%

B= 80% - 89%

C= 70% - 79%

F= Below 70%

**Late Submission Policy:**

Except in cases of serious extenuating circumstances, tardy work will not be accepted. Instructional assistants and/or the course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

**VI. Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sessions/Date** | | **Topics** | **Activities/Items Due** |
| Session I  October 10 - 15 | | **Chapter 1**  Overview of Autism Spectrum Disorders | **Discussion #1**  **Chapter One Focus Questions**  **Introduction / personal reflection on ASD** |
| Session II  October 16 - 22 | | **Chapters 2 & 3**  Assessment for Instructional Planning  https://www.youtube.com/watch?v=ILiX9gGd0Ik  Evidence-Based Practices | **Quiz #1**  **Research Project Checkpoint #1: Introduce your topic** |
| Session III  October 23 - 29 | | **Chapters 4 & 5**  Working with Families of Children with ASD  Environmental Planning | **Discussion #2**  **Work on Parent Interviews** |
| Session IV  October 30 – November 5 | | **Chapters 6 & 7**  Principles of ABA  Comprehensive Behavior Interventions | **Quiz #2**  **Research Project Checkpoint #2: Annotated Bibliography/Review of Literature** |
| Session V  November 6 - 12 | | **Chapters 8 & 9**  Teaching Students w/ASD toCommunicate Social Challenges of Youth and Children w/ASD | **Discussion #3**  **Parent Interviews** |
| Session VI  November 13 - 19 | | **Chapters 10 & 11**  Academic and Functional Skills  Sensory Integration | **Chapters 10 & 11**  Academic and Functional Skills  Sensory Integration |
| Give Thanks | | **November 20 - 25 (Monday – Saturday)**  **Fall Break – NO assigned/work due** |  |
| Session VII  November 27 – Dec. 1 (or later) | **Chapters 12 & 13**  Assistive Technology  Transition & Adulthood | | **Final Research Project**  **CEC Standards - Based Course Reflection** |

**VII. Special Considerations and/or Features of the Class**

1. Instructional Methods: PowerPoints, discussion board, videos, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.
2. Students are required to use word processing and APA Publication Manual, 6th Edition or later to prepare the course papers. (See rubrics in course documents for details on grading criteria.)
3. Students are required to utilize LiveText for portfolio construction and documents.
4. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

E. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

1. In ALL work, candidates must use people-first language to be consistent with IDEA. Points will be deducted for inappropriate use. All assignments will be prepared in a professional manner: typed or completed on a computer, well organized, neat, error free; references and resources provided (unless given permission by the Professor to do otherwise). Keep all work on a disk (back-up disk) to facilitate changes and to prevent loss of work.
2. Remember that the Instructor's goal is for this course to be a productive learning experience and that she is available by appointment to assist you with your course problems and questions. However, you must contact the Instructor as soon as you experience difficulty rather than wait until the end of the semester.

**VIII.** **Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities <http://www2.astate.edu/disability/> 870-972-3964.

**IX. Recommended Resources (Bibliography) for further study:**

**Web Sites:**

**Law and Policy:**

1. Home page for IDEA

<http://idea.ed.gov>

1. Excellent website on all things SPED law.

<http://wrightslaw.com>

1. Protection and Advocacy: Disability rights organization with excellent downloadable manuals on SPED rights.

<http://www.pai-ca.org>

<http://www.pai-ca.org/pubs/504001SpecEdIndex.htm>

**Information:**

1. Generally excellent website for all things special education.

[www.ldonline.org](http://www.ldonline.org)

1. Another generally excellent website for all things special education.

<http://www.greatschools.org/special-education.topic?content=1541>

1. Learning Disability Association of America;

<http://www.ldanatl.org>

1. National Center for Learning Disabilities

<http://www.ncld.org>

1. Council for Exceptional Children

<http://www.cec.sped.org>

1. Alphabet Soup: Disability-Related Acronyms

www.disabilityresources.org/ABC.html

1. The Autism Society of America

<http://www.autism-society.org/site/PageServer>

1. Autism Speaks

<http://www.autismspeaks.org>

1. A good website for basic information, aimed at parents, but helpful for teachers, too.

<http://www.autismeducation.net/index.htm>

1. Links to all kinds of websites related to Autism and other special needs

<http://trainland.tripod.com/educatio.htm>

1. A special education web site for teachers focused on Autism and Autism teaching strategies.

<http://www.tinsnips.org>

1. Basic information for teaching students with Autism- some good info/some not so good.

<http://www.autismteachingtools.com>

1. Information about the TEACCH concept, plus general information.

<http://www.teacch.com>

1. Links to websites dedicated to teaching students with Autism:

<http://www.angelfire.com/pa5/as/asteachersites.html>

1. National Education Association links for teachers related to Autism.

<http://www.nea.org/neatoday/0802/autismresources.html>

**IX. References**

Arick, J. R., Loos, L., Falco, R., & Krug, D. A. (2004). The STAR program: Strategies for teaching based on aismm research (Program Manual). Austin, TX: Pro-Ed, Inc.

Attwood, T. (2007). *The complete guide to Asperger’s Syndrome*. London: Jessica Kingsley.

Autism Society of America. (2008). From <http://www.autism-society.org>, retrievedOctober 1, 2014*.*

Baranek, G. (2002). Efficacy of sensory and motor interventions for children with autism. *Journal of Autism and Developmental Disorders, 32,* 397-422.

Centers for Disease Control and Prevention. Autism Information Center. From <http://www.cdc.gov/ncbddd/autism/>, retrieved October 1, 2014.

Fecteau, S., Mottron, L., Berthiaume, C., & Burack, J. A. (2003). Developmental change of autistic symptoms. *Autism*, 7, 255 – 268.

Ghaziuddin, M. (2002). Asperger Syndrome: Associated psychiatric and medical conditions. *Focus on Autism and Other Developmental Disabilities, 17*, 138-144.

Levy, S., Kim, A., & Olive, M. L. (2006). Interventions for young children with autism: A synthesis of the literature. *Focus on Autism and Other Developmental Disabilities, 21*(1), 55-62.

Lathe, R. (2006). *Autism, Brain, and Environment*. London: Jessica Kingsley.

National Institute of Mental Health**:**[*http://www.nimh.nih.gov/publicat/autism.cfm*](http://www.nimh.nih.gov/publicat/autism.cfm)

*Comprehensive website addressing the research, funding and science behind ASD.*

Nonverbal Learning Disabilities: [*http://www.NLDline.com*](http://www.NLDline.com)and [*http://www.NLDontheweb.org*](http://www.NLDontheweb.org)

*This web site seeks to build national and international NLD databases in order to network parents, NLD adults and professionals.*

****

School of Teacher Education and Leadership

**I. Course Information**

ELAD 6423 Special Education Law

Instructor: Cindy Nichols

Office: 233 Educational Leadership and Studies

Phone: (870) 972-2916

E-mail: cmnichols@astate.edu

Virtual Office Hours: Wednesdays from 7:00 PM – 9:00 PM

In Office Hours: T, W, Th. 10:00-3:00

**II. Textbook(s) Readings**

A. Primary Text:   
  
Bartlett, L, Etcheiedt, S., & Weisenstein, G. (2007). *Special education law and practice in   
 public schools*,(2nd ed.). Upper Saddle River, NJ: Pearson, Merrill, Prentice-Hall.

B. Supplemental Text: None

**III. Purpose and Goals of the Course/Course Description**

A. Candidates will demonstrate knowledge in the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero reject, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least   
 restrictive placement, (5) due process, and (6) parent participation.

B. The course objectives are as follows:

1. Demonstrate knowledge of litigation, regulations, and policies that are related to   
 teachers’ and school districts’ legal rights in relation to programs for students with  
 disabilities.

2. Demonstrate a professional capacity to interact and collaborate with course peers in   
 regard to the application of special education policy, regulations and legal issues.

**IV. Standards Linkage**

A. ELCC Standards

5.3. Candidates make and explain decisions based upon ethical and legal principles.

6.1. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

6.3. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

6.3. Candidates apply their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.

6.3. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

7.2. Candidates participate in planned intern activities during the entire course of the program.

7.6. Candidates earn graduate credit for their intern experience.

B. Arkansas LEADS Standards

5C Safeguard the values of democracy, equity and diversity

6A Advocate for children, families, and caregivers

6C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

C. ELCC Standard Related to Diversity:

5.3 Candidates make and explain decisions based upon ethical and legal principles.

D. CEC Standards

Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession.

Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

E. Strengthening and Enriching Learning Conceptual Framework

2.1 .a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

2.2. b Promotes and applies ethical and legal standards in decision making.

**V. Course Assessment and Performance Measures**

A. The Laws of Special Education (50 Points). Candidates will demonstrate an understanding of IDEA, Section 504 of the Rehabilitation Act of 1973 (504), and The Americans with Disabilities Act. Candidates provide an overview of the intents of the IEP and the 504 Plan; Candidates will conduct a building-level census of IDEA students, 504 students, and the individual responsible for ADA compliance.

B. The Process of Special Education (60 Points): Candidate will demonstrate an understanding of the process of special education by identifying the steps necessary to determine eligibility, including Response to Intervention (RTI) or denial of eligibility for receiving services through IDEA or 504.

C. Accommodations, Modifications and Assistive Devices (60 Points). Candidates will demonstrate an understanding of the use and need of accommodations, modifications, and assistive devices in the context of the instructional settings and programs for children with disabilities.

D. Legal Issues in Behavior Management (70 Points); Legal Issues in Instructional and Nonacademic settings (55 Points): Candidates will demonstrate an understanding of the policies that impact the management of behavior for students with IEPs and will demonstrate an understanding of the laws and policies that focus on instructional settings for students with disabilities.

E. High Impact Laws of Special Education (100 Points). Candidates will demonstrate understanding and interpreting the ramifications of major laws that impact special education.

F. Staff Development (80 Points). Candidates will prepare, organize, and present a staff development program on special education legal issues that impact classroom teachers.

E. Grading Scale

A= 90-100% 425-475 points

B= 80-89% 378-424 points

C= 70-79% 330-377 points

F= 0-59% 0- 329 points

E. Late Submission Policy:

Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

**VI. Course Outline**

Week 1: Module 1 – The Laws of Special Education (IDEA, 504, and ADA)

* + - Complete text based assignments and application

Week 2: Module 2 – The Process of Special Education

* + - Complete text based assignments and application

Week 3: Module 3 – Accommodations, Modifications, and Assistive Devices

* + - Complete text based assignments and application

Week 4: Module 4 – Legal Issues in Behavior Management

* + - Complete text based assignments and application

Week 5: Module 5 – Legal Issues in Instructional and Non-academic Settings

* + - Complete text based assignments and application

Week 6: Module 6 – The High Impact Laws of Special Education

* + - Complete text based assignments…No application assignment with this module

Week 7: Module 7 - Staff Development

* + - Complete the module staff development assignment; complete reflection

**Weeks 1-6 assignments are due by 11:59 PM on Sundays; Week 7 Assignments are due by 5:00 PM on Friday, May 5 of the last week of the course.**

**VII. Special Considerations and/or Features of the Class**

A. Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

B. Students are required to complete field study activities that are concomitant to course assignments.

D. Students are required to utilize Live-Text for portfolio construction.

E. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

F. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

**VIII. Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities <http://www2.astate.edu/disability/> 870-972-3964.

**IX. PROCTORU**

ProctorU is a live online proctoring service that allows students to take exams from the comfort of their home. ProctorU provides instructors with options for online proctoring of exams and assignments. Instructors will utilize live proctoring, record and review proctoring, or UCard authentication services. Your instructor will provide specific information as to the services selected for this course.

Students will create their ProctorU/UCard profile at the beginning of the semester. Once completed, students will use this profile to schedule their exams as instructors make the exams available. Please note that UCard authentication checks may occur at any time during the course.

ProctorU is available 24/7, however students will need to schedule a proctoring session at least 72 hours in advance to avoid any on demand scheduling fees.

To create a ProctorU profile visit [go.proctoru.com](https://go.proctoru.com/session/new). ProctorU also provides free technical support to ensure students have the best testing situation possible. That is available at [www.proctoru.com/testitout](http://www.proctoru.com/testitout). On this page students will be able to test their equipment, learn about what to expect during the proctoring session and ask any questions about the proctoring process with a ProctorU representative. ProctorU technical support is also available via phone at 1-855-772-8678.

In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo id. ProctorU recommends that you visit [www.proctoru.com/testitout](http://www.proctoru.com/testitout) prior to the proctoring session to test equipment that will be used during the exam session.

**X. References**

Bartlett, L., Etscheidt, S., & Weisenstein, G. (2007). *Special education law and practice in public schools* (2nd ed.). Upper Saddle River, NJ: Pearson, Merrill, Prentice-Hall.

Center for Education and Employment Law. (2007). *Students with disabilities and special education law* ( 24th ed.). Malvern, PA: Center for Education and Employment Law.

Essex, N. L. (2006). *A teacher’s pocket guide to school law*. Boston: Pearson Education.

Latham, P. S., Latham, P. H., & Mandlawitz, M. R. (2008). *Special education law.*

Boston: Pearson Education.

Guernsey, T. F., & Klare, K. (2008). *Special education law*. Durham, NC: Carolina Academic Press.

Rothstein, L. F., & Johnson, S. F. (2010). *Special education law*. Thousand Oaks, CA:

Sage Publications.

Shapiro, J. & Stefkovich, J. 2001. *Educational leadership and decision making: Applying*

*theoretical perspectives to complex dilemmas.* Nawah, NJ: Lawrence Erlbaum Associates.

Weber, M. C., Mawdsley, R. D., & Redfield, S. E. (2004). *Special education law: cases and materials*. Newark, NJ: LexisNexis.

Yell, Mitchell L. (2012) *The law and special education* (3rd ed.). Upper Saddle River, NJ: Pearson,

Prentice-Hall.

COURSE SCHEDULE

ALL ASSIGNMENTS DUE AT 11:59 P.M. ON THE FOLLOWING DATES UNLES S OTHERWISE NOTED. YOU MAY TURN WORK IN EARLY.

MODULE 1: DUE April 2

MODULE 2: DUE APRIL 2

MODULE 3: DUE APRIL 9

MODULE 4: DUE APRIL 16

MODULE 5: DUE APRIL 23

MODULE 6: DUE APRIL 30

MODULE 7: DUE MAY 5 (FRIDAY AT 5:00 P.M.)



School of Teacher Education and Leadership

CRN 13622 ELSE 6193 Laboratory Experience

Course Information:

ELSE 6193 – Laboratory Experience

Instructor: Cindy M. Nichols, Ed. S. Office: 233 Educational Studies and Leadership Building Phone: (870)972-2916 FAX: (870) 686-8130

Email: cmnichols@astate.edu

Virtual Office Hours: Tuesdays, 5:00 p.m. – 7:00 p.m.

Office Hours: Wednesday 9:00 a.m. – 3:00 p.m.

Textbook(s) Readings: None

Other Requirements: The candidate must pass the Special Education Praxis II exam before

taking the Laboratory Experience course unless excused by academic advisor. Candidate must

have purchased Livetext for portfolio submission. Candidate will be required to submit video

recorded conferences and will need the equipment to do so. (Ex: Tablet, video camera, phone

with video capability.)

II. Purpose and Goals of the Course

1. Laboratory Experience is the internship component of the MSE in Special Education K-12 program. Candidates will develop and implement field-based projects for the purpose of applying the knowledge and skills sets obtained in all courses leading up to the Laboratory Experience course. Implementation of projects will take place in a special education setting to provide an opportunity for candidates to work with students with exceptionalities. Emphasis is on practical application of theoretical methods. Prerequisites: Passage of Special Education Praxis II and permission from advisor.

III. Course Objectives/Student Outcomes

Objectives are coded to State’s Competencies for K-12 Special Education. These competencies

are identical to the Council for Exceptional Children (CEC) Knowledge and Skills for Special

Educators and coded as such. Also, the competencies are aligned to the Arkansas Teacher

Standards (ATS) (INTASC) standards. These competencies provide the fundamental knowledge

base for the development of course objectives. In addition, all objectives align with Praxis II

(PR).

The course objectives are as follows. The LAB student will :

1. Apply knowledge of assessment for the purpose of evaluating and analyzing test data from instruments administered to a target student with exceptionalities.

(CEC 4.1,4.2,4.3,4.4, 4.5; ATS 6; PR4; TESS 1f, 3d)

1. Interpret and use the data from assessments for the purpose of writing an IEP for the target student. (CEC 4.2, 4.3, 4.4; ATS 6,7; PR 4; TESS 1f, 3d)
2. Construct lesson plans utilizing information from the IEP for the target student.( (CEC 1.1,1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3,3.4,3.5,3.6,3.7; 5.1. 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8; ATS 1,2,3,4,5,7,8; PR 2,3; TESS 1a-f, 2a-e, 3a-e)
3. Investigate transition practices for students with exceptionalities within the local school district. (CEC Standards Linkage: 4.2, 4.3, 6.0, 6.1, 7.0,7.1, 7.3; ATS 6; PR4; TESS 1f, 3d)
4. Interpret summative evaluation results provided by the site-based mentor. (CEC 6.1, 6.2, 6.3; ATS 9, 10; PR 5; TESS 4a, 4e, 4f)

IV. Linkage to Standards

A. CEC Standards

Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language,

culture and family background influence the learning of individuals with

exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities

Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally, responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized

curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment

and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement

principles and practices to interpret assessment results and guide educational

decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities

to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual’s abilities,

interests, learning environments, and cultural and linguistic factors in

the selection, development, and adaptation of learning experiences for

individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support

instructional assessment, planning, and delivery for individuals with

exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language

development and communication skills of individuals with exceptionalities.

5.6 Beginning special education professionals teach to mastery and promote

generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and

skills such as critical thinking and problem solving to individuals with

exceptionalities.

**Standard 6: Professional Learning and Ethical Practice**

6.0 Beginning special education professionals use foundational knowledge

of the field and the their professional Ethical Principles and Practice

Standards to inform special education practice, to engage in lifelong

learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical

Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational

knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a

part of families, cultures, and schools, and that complex human issues can

interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong

learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging

in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

**Standard 7: Collaboration**

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

B. Linkage to Arkansas Teaching Standards:

Arkansas Teaching Standards Website:

<http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf>

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standards: 1(b) through 1(j)

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standards: 2(a), 2(b), 2(c), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n), 2(o)

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standards: 3(a), 3(c), 3(d), 3(e), 3(f), 3(j), 3(k), 3(l), 3(m), 3(n), 3(o), 3(r)

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standards: 4(a) through 4(n)

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives

to engage learners in critical thinking, creativity, and collaborative problem solving

related to authentic local and global issues.

Standards: 5(c), 5(r), 5(s)

Standard 6: Assessment

The teacher understands and uses multiple methods of

assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standards: 6(b), 6(e), 6(f), 6(h), 6(k), 6(p), 6(s), 6(u)

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standards: 7(a) through 7(q)

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standards: 8(a) through 8(s)

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standards: 9(a), 9(d), 9(e), 9(g), 9(i), 9(j), 9(l), 9(n), 9(o)

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take

responsibility for student learning, to collaborate with learners, families, colleagues,

other school professionals, and community members to ensure learner growth, and

to advance the profession.

Standards: 10(a), 10(b), 10(f), 10(g), 10(h), 10(j), 10(k), 10(l), 10(m), 10(n), 10(o),

10(r), 10(s), 10(t)

C. Linkage to Teacher Excellence Support System:

**<http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg>**

Domain 1: Planning and Preparation: 1a through 1f

Domain 2: The Classroom Environment : 2a through 2e

Domain 3: Instruction: 3a through 3e

Domain 4: Professional Responsibilities: 4a through 4f

D. Strengthening and Enriching Learning

1.1.a Understands ethical and legal standards.

1.2.a Demonstrates competence in applying knowledge of content and

research in professional practice.

1.2.b Promotes and applies ethical and legal standards in decision-making.

1.2.c Demonstrates professional ism in digital media.

1.3.a Values the importance of professional organizations, credentialing standards, and

legal and ethical standards as indicators of one’s professional identity.

1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.

2.1.a Understands societal factors such as gender, race, social class, ethnicity,

ability, sexual orientation, age and religion that impact student learning.

2.2.a Plans and creates experiences that help all student learn.

2.2.b Demonstrate ability to build collaborative relationships among schools,

families, and communities.

2.2.c Demonstrates acceptance and respect for persons with diverse ideas,

values, and behavioral practices.

2.3.a Values and respects individuals and their differences.

2.3.b Believes all students can learn.

3.1.a Knows content and concepts of the discipline at an advanced level.

3.1.b Understands the interdisciplinary nature of content and pedagogical knowledge.

3.2.a Demonstrates knowledge through inquiry, critical analysis, and synthesis of

discipline-specific content.

3.2.b Shares content in challenging, clear, and compelling ways using real world

contexts and integrating appropriate technologies.

3.2.c Selects and develops strategies and technologies, based on research and

experience, to help all students learn.

3.2.d Reflects to enhance professional practice.

3.3a Values a caring, supportive learning environment that encourage self-direction

by all students.

3.3.b Values life-long learning and mastery of content and pedagogical knowledge.

4.1a Understands the complexities of social systems that impact student learning.

4.2.a Demonstrates a high level of skill in identifying the human, material

and technological resources necessary to be effective within their professional

role.

4.2.b Demonstrates understanding of developmentally appropriate individual,

family, and group strategies for working with diverse populations.

4.3.a Values the intertwining role of family, community, and schools and

their impact on student learning.

4.3.b Appreciates the uniqueness and worth of each student while

recognizing the necessity of interdependent functioning and fairness to

promote living together with the common society.

5.1.a Understands the relevance of research findings and performance data.

5.2.a Collects and analyzes student assessment data and makes data-driven

decisions to improve student learning.

5.2.b Demonstrates ability to apply research methods and statistical

techniques to improve professional practice.

5.3.c Demonstrates ability to interpret and apply research findings from

professional literature.

5.3.a Appreciates the importance of evidence-based practice.

F. Linkage to Special Education Praxis: Core Knowledge and Applications

Content Area 1: Development and Characteristics of Learners

Content Area 2: Planning and Learning Environment

Content Area 3: Instruction

Content Area 4: Assessment

Content Area 5: Foundations and Professional Responsibilities

G. Diversity Related CEC Standards

ISCI1K5. Candidates recognize cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

ISCI1K12. Candidates recognize differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences.

ISCI2K7. Candidates recognize strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

ISCI2K8. Candidates understand ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage.

ISCI2S13. Candidates organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.

ISCI4S6. Candidates use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

ISCI5S6. Candidates develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

ISCI6S6. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.

ISCI7S10. Candidates communicate effectively with families of individuals with exceptionalities from diverse backgrounds.

V. Course Assessment and Performance Measures.

The Laboratory Experience student will complete the following 4 modules (A-D) in two separate

settings; four modules will be completed in the K-6 grade setting and four modules will be

completed in the 7-12 grade setting. The Laboratory Experience student will select a target

student within each setting and complete the field experience activities with the target student as

delineated in the module guidelines.

1. Assessment Report Module (80 points each=160 total): The Lab student will select two target students that have been identified as having an exceptionality. The Lab student will access the students’ educational records for the purpose of gathering and analyzing relevant assessment data. The student will also design and administer an informal assessment and write an evaluation report about the student based upon assessment results. Students will also submit a video of themselves explaining the findings of the assessment module.

CEC Standard Linkage: 2.1, 4.0, 4.2, 4.3, 4.4,6.1, 7.1

1. IEP Module (45 points each=90 total): Using the same target students from the Assessment Module, the Lab student will develop an Individualized Education Program for the target students. The IEP will be written using the template that is provided by the instructor. The goals and objectives will address areas of strengths and weaknesses found in the assessment data gathered in the Assessment Module. The current IEP used for the students within the school district may not be used. CEC Standards Linkage: 1.0, 1.1, 1.2, 2.0, 2.1, 3.0, 3.2, 3.3,4.0, 4.2,4.3, 5.0, 5.2, 5.3, 5.5, 6.0, 6.1, 6.3, 7.0, 7.1, 7.2, 7.3
2. Instructional Plan Module (60 points each= 240 total): The student will develop two (2) lesson plans for each target student based upon the assessment data and the IEP. The lesson may be designed to teach to the child individually or to a group of students in which the target student is included. Specific and detailed directions are included in the guidelines. After teaching each lesson, the student will write a reflection about the lesson plan and its implementation. The student’s site based mentor will evaluate the design of each lesson plan and will also evaluate the student as he/she teaches each of the lesson plans. In addition, the mentor and lab student will participate in video recorded post observation conferences.

CEC Standards Linkage: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.0, 3.1, 3.2, 3.3, 4.0, 4.4, 5.0, 5.1, 5.2,

5.3, 5.4, 5.5, 5.6, 5.7

D. Transition Module: (35 points): Within the K-6 setting, the Laboratory Experience

Student will identify a student transitioning from an Early Childhood Special Education

Setting to a school-aged special education setting. Interviews will be conducted with

participants involved in the process and a report will be written about the specific steps

used to transition this particular student. Within the 7-12 setting, the Laboratory Experience

student will identify a student with a current transition plan. Interviews will be conducted

with participants involved with the transition plan and a report will be written about the

specific steps used to develop and implement the plan. CEC Standards Linkage: 4.2, 4.3, 6.0,

6.1, 7.0, 7.1, 7.3

E. Summative Module: ( 120 points) During the latter part of the K-12 Lab, the site mentor will

complete a summative evaluation on the Lab Experience student and will upload it to

Blackboard Learn. CEC Standards Linkage: 1 through 7.

F. Special Education Portfolio: The portfolio is a compilation of student artifacts

that demonstrates the student’s knowledge and skills about teaching students with

exceptionalities. It is the final comprehensive exam for the MSE and Licensure in K-12

Special Education Programs. An 80% passage rate is required.

CEC Standard Linkage: 1 though 7

G. Grading Scale: Grade percentages are calculated by dividing the points earned by the points

possible.

645 Total Points

A = 90-100% 577-645 points

B = 80-89% 513-576 points

C = 70-79% 448-512 points

F = Below 70% 0-447 points

In order to pass this course, all assignments must be completed and the LAB student

must earn at least a B in Laboratory Experience. Students earning lower than a B must

retake the class. Students may not graduate if the portfolio grade is less than 80%.

VI. Special Considerations and/or Features of the Class

A. Students are required to complete all assignments in this syllabus. Failure to complete the

assignments will result in failure of the course.

B. Technology: Students are required to use word processing for all projects.

It is expected that you have appropriate technology in order to take this class. It is

recommended that you have a fairly new computer, with high-speed internet connection. If

you do not, then please be aware that a phone line will increase the amount of time that

you will have to spend working on course work. It is your responsibility to access

appropriate technical support when you run into a problem. It is recommended that you not

wait until the last minute to submit assignments so that you can avoid last-minute glitches

that inevitably happen with computers. All assignments will be submitted as Word

Documents with the exception of the assignment requiring a power point. Scanned

documents for Module 7 may be submitted as a PDF file.

C. Academic Conduct: All acts of dishonesty in any work constitute academic   
 misconduct. The academic disciplinary policy will be followed, as indicated in the ASU   
 Student Participant Handbook, in the event of academic misconduct. Students should   
 familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

E. All assignments/projects are due according to preset dates. Except in cases of serious   
 extenuating circumstances, tardy work will not be accepted. The course professor will   
 decide if the excuse for late work rises to the level of being a “serious extenuating   
 circumstance.”

F. Modifications in course content, requirements, and instructional methodology may be   
 needed to ensure a quality course. Modifications will be made by the instructor as needed   
 and students will be advised of such changes.

G. When emailing the instructor and academic assistants of the course, please address him/her

in the same manner you would have your students address you. Responses to emails will be

made within 48 hours. Emails sent on the weekend may not be answered until the following

Monday. Assignments will be graded by midnight on the Thursday immediately

following the due date. The only exception to this will be the final assignment. Since it is due

on a Friday. It will be graded by midnight on the following Tuesday.

VII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, have   
emergency information to share, or need special arrangements, please notify the professor   
ASAP and/or the ASU Office of Disabilities. Disabilities office can be reached at: [http://www.astate.edu/disability/](http://www.astate.edu/disability/" \t "_blank) or call 870-972-3964.

VIII. References:

Allen, K.E. & Marotz. (2007*). Developmental profiles: Pre-birth through twelve* (5th Ed.). Clifton Park, NY: Thomson-Delmar Learning.

Cohen, L. & Spenciner, L. (2010). *Assessment of young children and youth with special needs*. (4thEd.). New York: Pearson Education.

Cook, R.; Klein, M.; Tessier, Annette; Daley, Steve (2008). *Adapting early childhood curricula for children in inclusive settings* (7th edition).Upper Saddle River, NJ: *Pearson Education, Inc.*

Heward, W. (2009). *Exceptional children: An introduction to special education* (9th edition). Upper Saddle River, NJ: Merrill, Pearson Education, Inc.

Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach (7th edition).*

Upper Saddle River, NJ: Pearson Education, Inc.

**SCROLL DOWN FOR COURSE SCHEDULE**

**COURSE SCHEDULE-ELSE 6193 Spring 2018**

**All assignments tentatively due at 8:00 a.m. on due date unless stated otherwise.**

**In order to pass this course ALL assignments must be completed and the student must make a grade of B in the course. Late work will not be accepted.**

|  |  |  |
| --- | --- | --- |
| **WEEK** | **ASSIGNMENT** | **DUE DATE** |
| **WEEK 1**  **January 16-21** | **Select target students**  **Watch videos for all modules**  **And Portfolio**  **Submit Student/Mentor Form and Praxis Scores to Livetext** | **January 22** |
| **WEEK 2**  **January 22-28** | **Assessment Module**  **(Module 1)** | **February 19** |
| **WEEK 3**  **January 29- February 4** | **Assessment Module** | **February 19** |
| **WEEK 4**  **February 5-11** | **Assessment Module** | **February 19** |
| **WEEK 5**  **February 12-18** | **Assessment Module** | **February 19** |
| **WEEK6**  **February 19-25** | **IEP Module**  **(Module 2)** | **March 5** |
| **WEEK 7**  **February 26- March 4** | **IEP Module** | **March 5** |
| **WEEK 8**  **March 5- 11** | **Instructional Plan Module**  **(Module 3)** | **April 16** |
| **WEEK 9**  **March 12-18** | **Instructional Plan Module** | **April 16** |
| **MARCH 19-25** | **SPRING BREAK** | **SPRING BREAK** |
| **WEEK 10**  **March 26-April 1** | **Instructional Plan Module** | **April 16** |
| **WEEK 11**  **April 2-8** | **Instructional Plan Module** | **April 16** |
| **WEEK 12**  **April 9-15** | **Instructional Plan Module** | **April 16** |
| **WEEK 13**  **April 16-22** | **Portfolio**  **Transition Plan**  **(Module 4)** | **April 23** |
| **WEEK 14**  **April 23-29** | **Transition Plan**  **Summative Module**  **(Module 5)** | **May 4**  **May 4** |
| **FINALS**  **May 2-8** | **Transition Plan**  **Summative Module** | **May 4**  **May 4** |

**ELFN 6773 Introduction to Statistics & Research**

 Revised 11/23/17

1. COURSE INFORMATION

A. ELFN 6773 Introduction to Statistics & Research

B. Professor Dr. Nicole Covey

Teacher Education

ED347

870-972-3767

ncovey@astate.edu

C. Virtual Office Hours: Monday, 8:00-9:00 p.m.

D. Meeting Times: While this is an online class I will monitor the class daily to meet the 45-hour contact time during the class. That means if you send me an email or post a discussion post I will normally be responding during those times.

II. TEXTBOOK(S) READINGS

1. ProctorU Profile (*required*) – see section IX of syllabus below
2. Primary Text

Caldwell, Sally (2013). *Statistics Unplugged* (4th ed.) Thomson Wadsworth: Belmont, California. ISBN-10: 0840029438 or ebook, ISBN-13: 9780840029430. (Available locally, on the internet, or buy, rent, or buy eBook at [http://www.cengagebrain.com/shop/isbn/0495602183?cid=rdl](https://exmail.astate.edu/exchweb/bin/redir.asp?URL=http://www.cengagebrain.com/shop/isbn/0495602183?cid=rdl))

(2nd, 3rd, or 4thed. will work for the class. Content is the same.)

1. Recommended Supplemental Text:

APA Manual, 6th edition.

C. Software:

Microsoft Office. Free to ASU students at <http://www.astate.edu/a/its/software-downloads/>

III. PURPOSE AND GOALS OF THE COURSE

1. This course involves an examination of descriptive statistics and basic inferential statistical techniques. Hypothesis testing, confidence intervals, analysis of variance, correlation techniques and nonparametric statistical methods will be discussed.

B. Technical Skills Requirements

1. Using the Blackboard learning management system

2. Using email with attachments

3. Creating and submitting files in commonly used word processing program

formats

4. Copying and pasting

5. Watching videos in the Blackboard learning management system

6. Using the LiveText portfolio

C. Upon completion of this course the student will be able to:

1. Explain basic research terms, the process by which research design informs the choice of statistical procedure, and the way in which questions and hypotheses should reflect a chosen design and statistical procedure.

2. Define basic statistical terms including normal and non-normal distributions of data, measures of central tendency (i.e. mean, median, and mode), variability (i.e. range, variances, standard deviations, and the standard error of the mean), levels of measurement, and probability.

3. Use Excel or SPSS to calculate and interpret descriptive statistics, to explore data and solve statistical problems, and to communicate statistical results in accordance with current APA style.

4. Describe statistical hypothesis testing, including rejecting and failing to reject the null hypothesis.

5. Define Type I and Type II errors in statistical decision-making, the power of a statistical procedure, and the maximizing of power.

6. Describe the factors that inform the choice of a statistical procedure, choosing appropriate statistical procedures to solve educational research problems.

7. Describe the logic of selected statistical procedures.

8. Understand the process of writing a research paper using APA format.

IV. STANDARDS LINKAGE

A. ELCC Standards (2011)

1.0: A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continued and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4.0: A building level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

6.0: A building level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

B. Diversity Related ELCC Standards (2011)

5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

V. COURSE ASSESSMENT AND PERFORMANCE MEASURES

*Note: Week is from Monday to Sunday (except Week 7)*

1. Assessment Measures

Personal Introduction *(due no later than 11:59 p.m. Sunday of Week 1)*

Microsoft Office is available free to ASU students at <http://www.astate.edu/a/its/software-downloads/>

PSI Survey and Quiz

Students will complete the anonymous PSI Survey followed by completing the PSI Quiz

Exams

Students will have exams to measure comprehension of the material. The exams will focus mostly on the use of statistical software, interpretation and application, not on manual statistical calculations. Students are permitted to have access to the text, class notes, and statistical software (Excel, SPSS, etc.) when taking exams. Statistical calculations should be performed using software. You will have at least two (2) hours in which to complete an exam once it is started.

Project

Students will use data provided in the class and write a response to a given situation. The analysis and reflection requires a written report to demonstrate mastery of the principles of research design and analysis. Detailed instructions and data are found in the course materials. [ELCC Standards 1, 2, 3, 4, 5, and 6]

Grading Method

Personal Introduction 0 points

PSI Survey Quiz 5 points ( 3.1%)

Project 20 points (12.5%)

Exams 135 points (84.4%)

Total: 160 100%

A: 144+ points \*

B: 128 - 143 points

C: 112 – 127 points

F: 0 – 111 points

\* Grades are based on number of points attained in the class, not on the percentage. Therefore, percentages are not rounded for grade calculation purposes, so 143 points (89.375%) is still a B.

B. Late Submission Policy:

If the candidate is unable to complete an assignment on time due to a “serious extenuating circumstance (e.g. death in the family, personal health issues),” then he or she must contact the instructor immediately by email. Except in cases of serious extenuating circumstances, late work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance” on a case-by-case basis.

Assignments that are submitted after the due date will receive the following deductions:

1. Late assignments receive a 5% deduction for each day after the due date.

2. Assignments submitted a week late or after the final date of the course will not be accepted.

C. Email Policy

The course instructor will only email the candidate using the candidate’s **university email address**; therefore, the candidate is responsible for regularly checking his/her university email. Additionally, the candidate must only e-mail the faculty from his/her A-State account.

VI. COURSE OUTLINE

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Quiz | Lesson | Topic(s) Covered |
| 1 | 1 | 1 | Introduction |
| 1 | 2 | 2 | Descriptive Statistics *(Caldwell, ch 1-2)* |
| 2 |  | 3 | Distribution Shapes (*Caldwell, ch 3*) |
| 2 | 3 | 4 | The Normal Curve & Z Scores (*Caldwell, ch 4*) |
| 2 |  | 5 | Fundamental Concepts (*Caldwell, ch 5*) |
| 2 | 4 | 6 | Confidence intervals *(Caldwell, ch 6)* |
| 3 | 5 | 7 | Hypothesis testing & Single-sample t-test *(Caldwell, ch 7)* |
| 4 |  | 8 | Hypothesis testing & Two-sample t-tests *(Caldwell, ch 8)* |
| 4 | 6 | 9 | Alternative Hypothesis (*Caldwell, ch 9*) |
| 5 | 7 | 10 | Analysis of variance *(Caldwell, ch 10)* |
| 6 | 8 | 11 | Chi-Square tests *(Caldwell, ch 11)* |
| 7 | 9 | 12 | Correlation and Regression *(Caldwell, ch 12)* |
| 7 | 10 | 13 | Research Methods |

**SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **LESSONS** | **ITEMS DUE\*** | **DATES** |
| Week 1 | Lessons 1 - 2 | Quizzes 1 & 2  Intro due -Sun  PSI Survey due - **Thur** | Jan 16-21 |
| Week 2 | Lessons 3 - 6 | Quizzes 3 & 4 | Jan 22-28 |
| Week 3 | Lesson 7 | Quiz 5 | Jan 29-Feb 4 |
| Week 4 | Lessons 8 - 9 | Quiz 6 | Feb 5-11 |
| Week 5 | Lesson 10 | Quiz 7 | Feb 12-18 |
| Week 6 | Lesson 11 | Quiz 8  Project due Feb 25 | Feb 19-25 |
| Week 7 | Lessons 12 - 13 | Quizzes 9 & 10 | Feb 26-Mar 2**\*\*Friday** |

\*Items due by 11:59 pm on the last day of the week unless otherwise noted.

VII. SPECIAL CONSIDERATIONS AND/OR FEATURES OF THIS COURSE

A. Instructional methods will include cooperative learning, video lectures, class discussions/debates, journal reading, self-directed learning, and a data-based research or program evaluation project in order to increase learning and to accommodate a variety of learning styles.

B. Students are required to access the LMS (Blackboard) to check for announcements, engage in focused discussions of research topics, and review the class lectures, and submit class assignments.

C. Students are required to use word processing to prepare any project. **Word processing files must be saved as Microsoft Word files or as rtf files**. Microsoft Office, which includes Word and Excel, is available free for ASU students. (<http://www2.astate.edu/a/finance-admin/its/services/software.dot>)

D. Students are required to use Statistical Package for the Social Sciences (SPSS) **or** Microsoft Excel Data Analysis to analyze data for the Research Paper.

E. Students must submit original work (not from other sources and not from other coursework) in order to complete the requirements for this class. All work must be submitted in electronic format.

F. Students are expected to be in “attendance”. Class material will be available online through the LMS. Students are expected to complete all assignments during the specified time.

G. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

H. **INTERNSHIP**: Students seeking the MSE in Educational Leadership (Building Level Administrator or C&I) or Special Education/Gifted should begin or continue completing the required internship activities. See the My Organizations section on the home page of Blackboard for more details about the portfolio and internship.

VIII. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the AState Officer of Disabilities <http://www2.astate.edu/disability/> 870-972-3964.

XI. PROCTORU

**ProctorU** is a live online proctoring service that allows students to take exams from the comfort of their home. ProctorU provides instructors with options for online proctoring of exams and assignments. Instructors will utilize live proctoring, record and review proctoring, or UCard authentication services. Your instructor will provide specific information as to the services selected for this course.

**Students will create their ProctorU/UCard profile. Once this profile is created it will be used throughout their program of study. There is no need to create a profile for each class.** Once completed, students will use this profile to schedule their exams as instructors make the exams available. Please note that UCard authentication checks may occur at any time during the course.

ProctorU is available 24/7, however students will need to schedule a proctoring session at least 72 hours in advance to avoid any on demand scheduling fees.

To create a ProctorU profile visit [go.proctoru.com](https://go.proctoru.com/session/new). ProctorU also provides free technical support to ensure students have the best testing situation possible. That is available at [www.proctoru.com/testitout](http://www.proctoru.com/testitout). On this page students will be able to test their equipment, learn about what to expect during the proctoring session and ask any questions about the proctoring process with a ProctorU representative. ProctorU technical support is also available via phone at 1-855-772-8678.

In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo id. ProctorU recommends that you visit [www.proctoru.com/testitout](http://www.proctoru.com/testitout) prior to the proctoring session to test equipment that will be used during the exam session.

**IMPORTANT NOTE: In this class we will use the UCard.**

X. REFERENCES

Chase, C. (1984). *Elementary statistical procedures* (3rd edition). New York: McGraw-Hill.

Enger, J. & Howerton, D. (1992). *User friendly guide to descriptive statistics* (3rd ed.). Needham Heights, MA: Ginn.

Ferguson, F. & Takane, Y. (1989). *Statistical analysis in psychology and education*. New York: McGraw-Hill.

Hopkins, C. & Antes, R. (1990). *Educational research: A structure of Inquiry*. Columbus, Ohio: Charles E. Merrill.

Neuman, W. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston, MA: Allyn & Bacon.

O’Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage Publishers.

Pyrczak, F. (2009). *Success at statistics* (4th ed.). Glendale, CA: Pyrczak Publishing.

Salkind, N. (2011). *Statistics for people who think they hate statistics* (4th ed.). Los Angeles, CA: Sage Publishers.

Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. New York, NY: The Guilford Press.

Welkowitz, J., Ewen, R. & Cohen, J. (2000). *Introductory statistics for the behavioral sciences* (5th ed.). Fort Worth, TX: Harcourt Brace College Publishers.

Witte, R. (2001). *Statistics* (6th ed.). Fort Worth, TX: Harcourt Brace College Publishers.



**College of Education and Behavioral Science**

**Department of Educational Leadership, Curriculum, and Special Education**

**Spring 2018**

ELFN 6763: Philosophies of Education

**I. Information:**

Professor: Dr. Alicia Shaw

Office: Education & Leadership Building Rm 225

Phone: (870) 972-2459 (email is the best way to contact me)

EMAIL: [ashaw@astate.edu](file:///C:\Users\ashaw\Desktop\ashaw@astate.edu)

Faculty will respond to inquiries from students submitted via email within 36 hours (weekends excluded).

Virtual Office Hours: Wednesdays 10 am-2 pm

For using this course as Arkansas professional development hours, access the following website: <http://www.arkansased.gov/divisions/learning-services/professional-development>

# II. Readings

Primary Text:

Gutek, G. L. (2014). *Philosophical, Ideological, and Theoretical Perspectives on Education*, 2nd Ed. Boston, MA: Pearson.  *(Please check with publisher for text availability in e-book format.)*

Publication Manual of the American Psychological Association (6th. Ed). **All written work must be completed according to APA guidelines.**

Proctor U Profile (Required) – see section IX of syllabus below.

Supplemental readings as required.

**III. Course Description**

Presuppositions of various philosophies with emphasis on the implications of these presuppositions on educational theory and practice.

# IV. Purpose and Objectives of the Course

1. The purpose of this course is to explore presuppositions of various in terms of educational theory and practice. The rationale for this course is to draw out the learner (whether he or she is a teacher, administrator, school counselor, school resource person,

or higher education employee) by focusing on his/her thinking about key conceptual ideas regarding education and schooling from a thoughtful, critical, and, ultimately, philosophical perspective.

1. The course objectives are as follows:
   1. Gain an awareness of how philosophical ideas about education in America developed over a considerable period.
   2. Demonstrate the capacity for in‐depth reading and analysis of major thinkers in the history of philosophy.
   3. Determine the substance and relevance of selected educational philosophies through ongoing discussions and through the act of writing.
   4. Analyze the implications of philosophical perspectives regarding human nature, the nature of society, epistemology (what should be taught), and how individuals learn.
   5. Attention is placed on the learner’s ability to identify and describe his or her own philosophy of education.
   6. Collaborate on a project by connecting broad theoretical issues with current debates education, teaching, and learning.

The study of philosophy of education will help professional educators to develop interpretive, normative and critical perspectives on education. These perspectives, according to the Council for Social Foundations of Education <http://csfeonline.org/>are vital to the education experience. The interpretive perspective (making meaning of the theoretical subject matter) will assist learners in examining and explaining education within differing contexts. This will be accomplished through our Discussion Board assignments. The normative perspective (how we relate to an ideal standard) will assist learners in examining and explaining education in light of value orientations. We will review this aspect through our Micro Projects. And the critical perspective which will assist learners in examining and explaining how philosophy impacts education in light of its origins, major influences, and consequences in a real world perspective. This is the crux of our Major Project. (CLSE, Standards 2nd Edition, 1997).

# V. Standards Linkage

ELCC Building Standards

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a vision of learning for a school.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

5.2. Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

# VI. Course Assessment and Performance

Note: The class schedule is from Monday to Sunday. There will be two exemptions:

1. Our first week will start on Tuesday, January 16, 2018. It will end on Sunday, January 21, 2018 at 11:59 pm CDT.
2. Our last week will end on *Friday*, March 2, 2018.

Students in this course are expected to be active learners and participants, which requires students to take responsibility for their own learning and to share the learning process with the class. All graded activities will require students to perform against the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity.

Students should take care to write clearly, thoughtfully, and correctly. Points will be taken off written assignments for grammatical and stylistic errors.

Correct APA formatting and font type shall be mandatory for all graded assignments. (Each of the projects should include elements of APA including a title page with running head, reference page, etc.)

All written assignments must be formatted according to APA criteria to include being written in Times New Roman 12 pt. font and double spaced.

Any assignment not formatted according to APA criteria and not in the assigned font type ***will not be graded and will be returned to the student for a revision***.

Assignments are due the date listed.

The instructor will not accept any assignment via email. All written assignments must be uploaded via the appropriate link on Blackboard. The instructor will only respond to emails generated from the student’s Arkansas State University student email account.

# A. Personal Introduction

Since this is an online course and we are communicating at a distance, this activity is designed to help create a supportive learning environment and a sense of community. Please post an introduction of yourself to the rest of the class on the discussion board. Although the assignment is not graded it is still required. Due by Friday of week 1 at 11:59 pm CDT.

B. **Application Activities** [LEADS 1.A., 2.B., 5.B, 5.C; ELCC 1.1, 2.2, 5.2, 5.3]

1. The Project. We will be working on an applied project with real world implications. The project revolves around the overarching theme “*How does each philosophical point contribute to a greater understanding of why we educate in America*?”

The project is broken down into the following assignments:

* 1. Micro Project #1: What is education? Why do we educate? The paper should be approximately 500-750 words. (50 pts)
  2. Micro Project # 2: Understanding the Nature of Education: What have you learned about philosophies of education in terms of your praxis? The paper should be approximately 500-750 words. (50 pts)
  3. Micro Project # 3: What do you view as the purpose of the school? What is the function of the teacher? What is your view on how students learn? And what does that mean for the curriculum? The paper should be between 500-750 words. (50 pts)
  4. Major Project: “How has learning about Philosophies of Education helped you better understand: Yourself and The Curriculum?” The paper should be approximately 1000-1500 words. (150 pts)

1. Discussion Questions (Discussion Board) the discussion topics posted are intended to promote additional thinking about the ideas related to the course assignments. During Modules 1, 2, 3 (25 pts. x 3 = 75), students will respond to reflective prompts to convey their impression of the philosophy of education according to the week’s reading. Additionally, during Modules 1, 2, and 3, students will also respond to at least two peers’ discussion board postings. The week 4 discussion board is ungraded, but participation is mandatory for course credit. For weeks 5 and 7 discussion boards (15 pts. x 2 = 30), you will only submit an original post, not responding to peers.

# Grading Scale

|  |  |
| --- | --- |
| A = 90 – 100% | 363 - 405 points |
| B = 80 – 89% | 322 - 362 points |
| C = 70 – 79% | 282 - 321 points |
| F = Below 70% | 0 - 281 points |

Note: A-State Graduate Courses do not have a letter grade of “D”.

**NOTE: ALL course assignments MUST be completed independently by each student. All assignments/assessments must be completed to receive credit for this course.**

# C. Late Submission Policy

Except in cases of serious extenuating circumstances, late work will not be accepted.

If student is unable to complete an assignment on time due to a “serious extenuating circumstance,” then he or she must contact the instructor immediately by email. Except in cases of serious extenuating circumstances, late work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance” on a case-by-case basis. Should the professor determine that a late submission due to a “serious extenuating circumstance” is warranted, a 20% deduction per day may be imposed. No assignments will be accepted after the last day of class.

Note: Documentation supporting the student’s request shall be required. Examples include obituaries in the case of the passing of a relative, doctor or hospital documentation on official letterhead, or other official reports.

NOTE:

“Serious extenuating circumstances” are not limited to, but can include the following:

* Ill health
* A serious family emergency
* Work commitments (covering for someone who fell ill, for instance)
* Bereavement
* Jury service (in common law jurisdictions)
* Having to care for someone in the immediate family
* Hospital, or other appointment, that clashes with a deadline or examination (such as a job interview)
* Legal problems
* Industrial action
* Force majeure (only in extreme cases)

G. Email Policy

The course instructor will only accept email from the candidate using the candidate’s A-State university email address; therefore, the candidate is responsible for regularly checking his/her university email.

You will need access to a computer with broadband Internet connectivity that can stream video and audio.

This course is not mobile/tablet/phone friendly and must be completed on a computer.

NOTE: All technical questions must be sent to the Help Desk. The instructor is not responsible for troubleshooting technical issues. For technical help with Blackboard Learn or general computer technical help, contact the A-State Help Desk at onlinehelp@astate.edu.

**VII. Course Outline**

# Module 1

Chapter 1 Philosophy and Education

Chapter 7 Ideology and Education

Chapter 12 Theory and Education

Micro Project #1 will be due Sunday by 11:59pm CDT

We were asked to consider the notion of “reflective thinking” in chapter one. This is a somewhat solitary endeavor best accomplished through one's own initiative. Theory, through the art of reflection, can guide us with our experiential knowledge to arriving at “some generalization to guide instruction.” Yet in chapter seven we are asked to consider

“group beliefs.” Chapter twelve asks us to about “events” and “situations” and how theory can act as a bridge between philosophy and practice. In one week we jump from the individual to the collective.

Think about the sentence on page 301 of our text book that states “...at the beginning of each school year, a teacher (one person) will find that he or she has a class (a collective) of new and unfamiliar students.”

Discussion Board Prompt: Express your understanding of philosophy of education in terms of the content you read in your text book. To what degree do you plan on using what you learn in your praxis?

# Module 2

Chapter 2: Idealism

Chapter 3: Realism

DB prompt: Idealists stress the importance of learning ideas and concepts. Unlike idealists, realists highly recommend the use of scientific investigation and senses in order to learn. How do you reconcile these two divergent views in terms of curriculum? How would you apply these two views to your praxis?

# Module 3

Chapter 4: Pragmatism

Chapter 5 Existentialism

DB prompt: Pragmatists place their focus on the idea of change. Existentialists place their focus on the ideas of existence and essence. What would you do to incorporate these two philosophies into your praxis? You are welcome to use examples that focus on the classroom (individual lesson plans) all the way up to how you would manage to fit these two philosophies into the curriculum.

# Module 4

Chapter 6: Postmodernism

DB prompt: “Post-modern just means ‘coming after’ modernism. The term is used to refer to a period in history (the one we are in now), but it is also used to refer to a set of ideas that ‘go with’ this period in history. This set of ideas is a reaction to—and, to some extent, a rejection of—the ideas of modernism.” What are these ideas–and why do they matter in our classrooms? Not Graded, but mandatory for course credit.

Micro Project #2 Due by Sunday at 11:59pm CDT

# Module 5

Chapter 13 Essentialism

Chapter 14 Perennialism

Video: A Nation at Risk

These educational philosophies focus heavily on WHAT we should teach in terms of the curriculum. For Perennialists, the aim of education is to ensure that students acquire understandings about the great ideas of Western civilization. While the Essentialists believe that there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way.

DB Prompt: How do you reconcile these traditionalist viewpoints with what we now know in terms of curriculum, teaching, and how students learn?

# Module 6

Chapter 9, 10, & 15 Liberalism, Conservatism, and Progressivism Micro Project #3 Due by Sunday at 11:59 pm CDT.

# Module 7

Chapter 17: Critical Theory

DB post: How should education “be”? Discuss your thoughts on whether or not

American education should be “reconstructed” to promote the fluctuating social environment informed by globalization, technology, multiculturalism, and other changes.

Due by *Friday* at 11:59 pm CDT.

Major Project: Due by *Friday* at 11:59 pm CDT.

# VIII. Special Considerations and/or Features of the Course

1. Instructional Methods: Readings, surveys, reflective essays, classroom connections, and content forums may be employed to increase learning and accommodate a variety of learning styles.

1. Students are required to use word processing and the 2009 APA Publication Manual (6th ed.) to prepare the course papers. See additional document with summary of APA citation format. See rubrics in course documents for details on grading criteria.

1. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change.

However, you will be notified of any changes that occur prior to any due date for assignments.

E. **Academic Honesty Policy**: All students are expected to abide by Arkansas State University’s policies. Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and can lead to extremely serious consequences – including failure of the entire course and potential dismissal from the program – no exceptions and no second chances. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:

* + 1. Return the paper or other item for rewriting; the grade may be lowered.
    2. Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if a numerical grade is used.
    3. Give the student who plagiarized a failing grade in the course.
    4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

Please note: The work you do for this course is expected to be specific and original to this course (i.e., not something turned in for another course).

Students must submit original work (not from other sources and not from other coursework) in order to complete the requirements for this class. It is expected that all work you produce for the course will be your own. You can build upon other peoples’ ideas as long as they are credited for their ideas/writings. Plagiarism, taking ideas and/or writings from another and passing them off as one’s own, is a major breach of ethical behavior for scholars in higher education. All work must be submitted in electronic format.

Faculty at ASU routinely reviews student work for the following infractions to ethical academic conduct:

* 1. Work that is the same or very similar to work by other students
  2. Content that is included in papers without giving appropriate credit to the original source
  3. Work that has been previously turned in to other classes.

# IX. Procedures to Accommodate Students with Disabilities

Students who require academic adjustments in their online class due to a disability must first register with ASU Disability Services at <http://www.astate.edu/disability>870-972-3964. Following registration please contact me, the professor, immediately to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure equal access to this course. Additionally, if you have emergency medical information to share or need special arrangements, please notify the professor ASAP.

**Note:**

Dropping a Course: After the registration period ends, individual courses may be dropped on-line in Self Service. All individual courses may be dropped on-line except the last course. If all classes are dropped, you must process a withdrawal from the University through Advisement Services. It is ultimately the student's responsibility to ensure their courses have been dropped.

Drop Deadlines: The final date for dropping individual courses is viewable via the academic calendar. Academic Affairs will identify appropriate deadlines for other semesters (interims, summer, and half sessions).

***If you are concerned about earning a “good grade,” study this syllabus and follow it to the letter.***

# X. PROCTORU

“ProctorU is a live online proctoring service that allows students to take exams from the comfort of their home or for authentication purposes. For this course, we will only utilize the UCard authentication services.

Students will create their ProctorU and UCard profile at the beginning of the term (if they have not done so for a previous course). Please note that UCard authentication checks may occur at any time during the course.

ProctorU is available 24/7, however students will need to schedule a proctoring session at least 72 hours in advance to avoid any on demand scheduling fees.

To create a ProctorU profile visit [go.proctoru.com.](https://go.proctoru.com/session/new) ProctorU also provides free technical support to ensure students have the best testing situation possible. That is available at [www.proctoru.com/testitout.](http://www.proctoru.com/testitout) On this page students will be able to test their equipment, learn about what to expect during the proctoring session and ask any questions about the proctoring process with a ProctorU representative. ProctorU technical support is also available via phone at 1-855-772-8678.

In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo id. ProctorU recommends that you visit [www.proctoru.com/testitout](http://www.proctoru.com/testitout) prior to the proctoring session to test equipment that will be used during the exam session.”

**References**

Adler, M. (1982). *The paideia proposal: An educational manifest.* New York, NY: Macmillan.

Barrett, W. (1990). *Irrational man: A study of existentialist philosophy*. New York, NY: Anchor Books.

Bennett, W. (1992). *The de-valuing of America: The fight for our culture and our children*. New York, NY: Simon and Schuster.

Dewey, J. (1998). *Experience and education: The 60th anniversary edition.* West Lafayette, IN: Kappa Delta Pi.

Johnson, T. & Reed, R. (2011). *Philosophical documents in education 4th ed*. Boston, MA: Pearson.

Moore, A. (2003). *Realism and Christian faith: God, grammar, and meaning*. New York, NY: Cambridge University Press.

Ravitch, D. (2000). *Left back: A century of failed school reform*. New, York, NY: Simon and Schuster.

United States Department of Education, Office of the Secretary of Education. (2001). *No child left behind*. Washington, DC: Education Publications Center.