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 | 10/24/2017 |   **Department Curriculum Committee Chair** | |  |  | | --- | --- | | Rob Williams | 10/25/2017 |   **COPE Chair (if applicable)** |
| |  |  | | --- | --- | | Joan Henley | 10/24/2017 |   **Department Chair:** | |  |  | | --- | --- | | Mary Jane Bradley | 10/25/2017 |   **Head of Unit (If applicable)** |
| |  |  | | --- | --- | | Wayne W. Wilkinson | 10/25/2017 |   **College Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Undergraduate Curriculum Council Chair** |
| |  |  | | --- | --- | | Mary Jane Bradley | 10/25/2017 |   **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. Kimberley Davis, [kimberleydavis@astate.edu](mailto:kimberleydavis@astate.edu) 870-972-3607

**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. Kimberley Davis, Assistant Professor of Special Education*
3. Telephone number/e-mail address: *870-972-3607,* kimberleydavis@astate.edu
4. Name of Existing Certificate or Degree: *Master of Arts and Teaching in Special Education K-12*
5. Summer *Spring 2018-2019, Summer 2018*
6. CIP Code: *13.1299*
7. Degree Code: *5542*

**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 MAT in Special Education 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*

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Hours** |
| **Summer Semester Year One** | | |
| ELSE 5003 | SPED Academy: Foundations of Teaching Students with Exceptional Needs | 3 |
| ELSE 5043 | Educational Diagnosis and Assessment in Special Education | 3 |
| TE 6223 | Effective Teaching with Diverse Populations | 3 |
| ELSE 6023 | Characteristics of Individuals with Disabilities | 3 |
| **Fall Semester Year One** | | |
| RDNG 6513 | Emergent Literacy | 3 |
| ELSE 6163 | Positive Behavior Interventions and Support | 3 |
| **Spring Semester Year One** | | |
| ELSE 6073 | Educational Procedures for Individuals with Moderate-Profound Disabilities | 3 |
| ELSE 5633 | Literacy, Assessment, and Diagnosis of Exceptional Learners | 3 |
| **Summer Semester Year Two** | | |
| ELSE 6053 | Educational Procedures for Individuals with Mild Disabilities | 3 |
| ELSE 6183 | Teaching Students with Autism Spectrum Disorders | 3 |
| **Fall Semester Year Two** | | |
| ELSE 6196 | MAT Internship in Special Education | 6 |
| Total Hours | | 36 |

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 500 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 5003 SPED ACADEMY 101:* *An overview of special education that includes the historical foundation of special education, litigation and legislation, characteristics of students with exceptionalities, assessment procedures, the IEP process, and collaboration with families and professionals in the field of education.*

*ELSE 6196 MAT Internship in Special Education-The Special Education MAT Internship requires supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II: Special Education: Core Knowledge and Applications, test #5354 with a minimum score of 151 must be and Pearson: Foundations of Reading, with a minimum score of 229 must be completed prior to admission into the internship.*

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 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.  
     
   *For this program, existing courses will be used as part of faculty load during fall and spring. In summer, faculty will be paid for courses according to ASTATE summer salary guidelines (a rate of 13.88% of the preceding nine-month faculty salary). Assuming four courses are offered in the summer, we will project below approximate salary costs.*

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | | | |
| Delivery | Costs | Development/Revisions | Costs |
| 1 (in summer) | $4,500 | 1 | $1,500 |
| Year 2 | | | |
| Delivery | Costs | Develop/Revise Courses | Costs |
| No Cost to Deliver Existing Courses | | 1/3 | $6,000 |
| Year 3 | | | |
| Delivery (Overloads) | Costs | Revise Courses | Costs |
| No Cost to Deliver Existing Courses | | 3 | $4,500 |

1. Provide institutional curriculum committee review/approval date for proposed distance technology program.  
     
   Summer 2018
2. 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 will be notified of this proposal for distance technology delivery.
3. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

Appendix A

Arkansas State University

College of Education and Behavioral Science

Department of Educational Leadership, Curriculum, and Special Education

ELSE 5003 SPED Academy 101: The Foundation, Purpose, and Promise of Special Education

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:

Friend, Marilyn (2016). Special Education: Contemporary Perspectives for School Professionals. (3rd 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**

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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**

|  |  |
| --- | --- |
| Module | Content |
| 1 | Historical Perspective and Culture of Special Education |
| 2 | The History and Reauthorization of IDEA |
| 3 | Best Practices for Exceptional Learners (IDEA Disability Categories) |
| 4 | Controversies in Special Education |
| 5 | Professional Responsibilities in Special Education |

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

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|  |  |
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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**

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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 |

Arkansas State University

College of Education and Behavioral Science

Department of Educational Leadership, Curriculum, and Special Education

ELSE 5633, Literacy, Assessment, and Diagnosis of Exceptional Learners

Spring 2019

**Instructor:** Dr. Kimberley Davis

Course: Monday 10am-12:50 pm, Education and Leadership Studies, 212

Office: Education and Leadership Studies, 212

Office hours: W 9am-12 noon; 1pm-2pm; R 1pm-3pm or by appointment

Office phone: 870-972-3607

Email: kimberleydavis@astate.edu

**Textbook(s)/Readings**

Jennings, J., Caldwell, J. & Lerner, J. (2013). *Reading problems: Assessment and teaching strategies* (7th ed). Boston, MA: Pearson.

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

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

**Course Description**

This course provides identification of skill deficiencies, modification of curriculum, designing and implementation of instructional strategies for learners evidencing disabilities in reading and language arts.

**Program Outcomes**

Council for Exceptional Children (CEC)

1.0, 1.2 Learner Development and Individual Learning Differences

2.2 Learning Environments

3.0, 3.1, 3.2, 3.3 Curriculum Content Knowledge

4.0, 4.1, 4.2, 4.3, 4.4 Assessment

5.0, 5.1, 5.2, 5.6, Instructional Planning and Strategies

6.0, 6.1, 6.2, 6.4, 6.5, 6.6, Professional Learning and Ethical Practice

7.0, 7.1, 7.2 Collaboration

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Level Student Learning Outcomes** | TESS Linkage | ATS linkage | CEC Linkage |
| Understand and apply research-based strategies to teach or assess advanced literacy skills appropriate to the needs of learners with exceptionalities. | 1a, 1b, 1c, 1d | 4a, 4b, 4c, 4d, 4e, 4h | 3.0, 3.1, 3.2, 3.3, 5.0 |
| Gather, interpret, and communicate background and assessment information from a variety of sources to make educational decisions and design individualized instruction. | 1f, 3d | 6b, 6c, 6d,6 e, 6f | 4.0, 4.1, 4.2, 4.3 |
| Design developmentally appropriate lessons to include research-based and differentiated instruction and technology. | 1b, 1c, 1d, 12 | 1a, 1b, | 1.0, 1.2, 2.2, 3.3, 4.4, 5.0, 5.1, 5.2 |
| Understand and adhere to legal and ethical guidelines for assessing, identifying, and monitoring diverse learners with exceptionalities. | 1f, 3d | 6a, 6b, 6c, 6d | 4.0, 4.1, 6.0, 6.1 |
| Know and demonstrate professional roles and responsibilities relevant to ethical and legislative requirements as related to Council of Exceptional Children (CEC) Code of Ethics, professional standards and confidentiality. | 4e, 4f | 10a, 10c, 10d | 4.4, 6.0, 6.1, 6.2, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2 |
| Exhibit an awareness and demonstrate appropriate oral and written communication to foster beneficial relationships with various stakeholders. | 4d, 4e, 4f | 10f, 10j | 4.4, 7.0, 7.1, 7.3 |
| Identify, compare, and categorize traits and characteristics of learners with exceptionalities. | 1b, 3a | 4a, 4b, 4c, 5a, 5b | 1.0, 1.2, 5.1 |
| Select, analyze, justify, and implement use of formal and informal assessments based on models, theories, and philosophies to effectively convey results. | 1f, 3e | 6a, 6b, 6c | 4.0, 4.1, 4.2, 5.6 |

**Course Requirements and Grading**

|  |  |
| --- | --- |
| Course Assessment and Performance Measures | Points |
| Fluency Assessment Assignment | 100 points |
| IRI Part I: Student Profile and Implementation (Word Lists) Assignment | 100 points |
| Narrative or Informational Text Strategy Assignment | 100 points |
| Cloze Procedure Assignment | 100 points |
| IRI Part II: Implementation (Oral and Silent Reading Passages) and Analysis Assignment | 100 points |
| Dyslexia Book Review Assignment | 50 points |
| In-Class Activities (includes individual and group activities, service learning projects, and case study and open response activities) | 75 points |
| Practice Reading Exam | 100 points |
| Foundations of Reading Exam. Teacher candidates must register, take, and pass the Foundations of Reading Exam with a minimum score of 229 by the end of the course. | 100 points |
| Class Participation. Summative. Given the interactive nature of this course, attendance is critical. Each unexcused absence will result in a loss of points. Active participation includes, but is no limited to, actively listening to others, elaborating on in-class discussions, and participating in hands-on learning activities that occur in class. Each unexcused absence or day of non-participation will result in the loss of 5 points. Nonparticipation includes but is not limited to: sleeping, daydreaming, and reading/studying other material, no contributions to class discussion, no participation in group work, or off-task behavior which leads to incomplete class-work. | 25 |
| **Total points** | **850 points** |

**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.

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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 | Introduction to Literacy Difficulties |
| 2 | Factors Involved in Reading and Writing Difficulties |
| 3 | Overview of Assessment |
| 4 | Placing Students and Monitoring Progress |
| 5 | Assessment of Reading and Writing Processes |
| 6 | Assessment of Cognitive, School, and Home Factors |
| 7 | Emergent Literacy and Prevention Programs |
| 8 | Teaching Phonics, High Frequency Words, and Fluency |
| 9 | Syllabic, Morphemic, and Contextual Analysis, and Dictionary Strategies |
| 10 | Building Vocabulary |
| 11 | Building Comprehension |
| 12 | Reading to Learn and Remember in the Content Areas |
| 13 | Building Writing Strategies |
| 14 | RTI Tier II and III for Students of All Ages |

**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:**

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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.

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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.

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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*](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

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.*

Arkansas State University

College of Education and Behavioral Science

Department of Educational Leadership, Curriculum, and Special Education

ELSE 6196, MAT Internship in Special Education

Fall 2019

**Instructor:** Dr. Kimberley Davis

Office: Education and Leadership Studies, 212

Office hours: W 9am-12 noon; 1pm-2pm; R 1pm-3pm or by appointment

Office phone: 870-972-3607

Email: kimberleydavis@astate.edu

**Textbook(s)/Readings**

Creighton-Martin, C., & Hauth, C. (2015). *The survival guide for new special education teachers* (2nded.). Arlington, VA: Council for Exceptional Children.

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

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

**Course Description**

Field-based experience designed to provide teacher candidates with the opportunity to apply knowledge gained through coursework in an elementary special education setting (K-6) that entails 30 hours of on-site practicum work.

**Program Outcomes**

Council for Exceptional Children (CEC)

1.0, 1.2 Learner Development and Individual Learning Differences

2.2 Learning Environments

3.0, 3.1, 3.2, 3.3 Curriculum Content Knowledge

4.0, 4.1, 4.2, 4.3, 4.4 Assessment

5.0, 5.1, 5.2, 5.6, Instructional Planning and Strategies

6.0, 6.1, 6.2, 6.4, 6.5, 6.6, Professional Learning and Ethical Practice

7.0, 7.1, 7.2 Collaboration

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Level Student Learning Outcomes** | TESS Linkage | ATS linkage | CEC Linkage |
| Given assessment data, the teacher candidate will develop appropriate instructional objectives and select materials related to planned units of study and based upon indicated students’ ability levels and cultural backgrounds. | 1a, 1b, 1c, 1d | 4a, b, c, d, e, h | 3.0, 3.1, 3.2, 3.3, 5.0 |
| Present direct instruction that is specialized to a child’s present level of functioning in order to maximize learner progress. | 1f, 3d | 6b, c, d, e, f | 4.0, 4.1, 4.2, 4.3 |
| Teaching methods will be adjusted as needed over the course of the practicum based upon the results of student-evaluation/reflection, clinical and university supervisor input, and indication of learner progress following the practicum student’s instruction and assessment. | 1b, 1c, 1d, 12 | 1a, 1b, | 1.0, 1.2, 2.2, 3.3, 4.4, 5.0, 5.1, 5.2 |
| Understand and adhere to legal and ethical guidelines for assessing, identifying, and monitoring diverse learners with exceptionalities. | 1f, 3d | 6a, 6b, 6c, 6d | 4.0, 4.1, 6.0, 6.1 |
| Know and demonstrate professional roles and responsibilities relevant to ethical and legislative requirements as related to Council of Exceptional Children (CEC) Code of Ethics, professional standards and confidentiality. | 4e, 4f | 10 a, 10c, 10d | 4.4, 6.0, 6.1, 6.2, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2 |
| Exhibit an awareness and demonstrate appropriate oral and written communication to foster beneficial relationships with various stakeholders. | 4d, 4e, 4f | 10f, 10j | 4.4, 7.0, 7.1, 7.3 |
| The teacher candidate will develop and maintain a practicum binder to show evidence, including lesson plans, observation feedback, and practicum activities. | 1b, 3a | 4a, 4b, 4c5a, 5b | 1.0, 1.2, 5.1 |
| The teacher candidate will maintain a reflective log consisting of self-evaluative comments on his/her perceived effectiveness (instructional and interpersonal) and the success of attempted modifications. | 1f, 3e | 6a, 6b, 6c | 4.0, 4.1, 4.2, 5.6 |

**Course Requirements and Grading**

|  |  |
| --- | --- |
| Course Assessment and Performance Measures | Points |
| Attendance Log | 25 points |
| Class Profile | 50 points |
| Reflective Journals | 200 points |
| Academic Intervention | 100 points |
| Lesson Plan and Reflection (Reading, Math, Spelling, Writing) | 400 points |
| Formative Evaluations (4) 2 per University Supervisor and Clinical Supervisor) | 400 points |
| Summative Evaluation | 100 points |
| Special Education Portfolio | 400 points |
| Final Reflection | 25 points |
| Total Points | **1700 points** |

**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.

**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 1 The teacher candidate will observe and assist the mentor teacher, become familiar with materials and daily schedules, learn students’ names, receive orientation, become familiar with the policies and procedures of the school, and begin practicum assignments.

Week 2 The teacher candidate will identify student for Reading Case Study and Academic Intervention assignment. The teacher candidate will also begin planning lesson plans for weeks 5-11 (Reading, Math, Writing, and Spelling).

Week 3 Teacher candidate will begin academic intervention(s) for the identified student.

Week 4 Teacher candidate will use the Clinical Supervisor’s lesson plans to teach 1-2 hours each day.

Week 5-11 Teacher candidate will assume responsibility for planning and teaching for 3-4 hours per day. The teacher candidate will also continue working with case study student with academic intervention(s).

Week 12 Teacher candidate will assume responsibility for planning and teaching 3-4 hours per day. The teacher candidate will develop a plan for sustainability of the academic interventions.

Week 13 Teacher candidate will assist the Clinical Supervisor as he/she takes back full responsibility for planning and teaching. The teacher candidate may also use time during this week to observe in other classrooms at the school site.

RDNG 6513: Emergent Literacy, Summer I Term 2017

## Instructor Information

* 1. **Dr. LaToshia Woods**

**Assistant Professor of Reading**

**Graduate Reading Programs Coordinator** School of Teacher Education and Leadership College of Education and Behavioral Science

# Office Location & Hours

**Office Location**: Education/Communication Building, Room 371

**Office Hours**: Mondays 10a-noon; Wednesdays 10a-noon

* 1. **Contact Information Email**: [ltwoods@astate.edu](mailto:ltwoods@astate.edu) **Phone**: (870) 972-3939 **Fax**: (870) 972-3344

## Readings

* 1. **Required Primary Texts**

Gibson, S.A. & Moss, B. (2016). *Every young child a reader: Using*

*marie clay’s key concepts for classroom instruction.* New York,

NY: Teachers College Press.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers.*

Baltimore, MD: Paul H. Brookes Publishing.

Articles and other assigned readings for the course will be posted on Blackboard.

Supplemental Text

APA Manual, 6th edition. Recommended.

# Software

Word processing software used for this class will be Microsoft Office. This is free to A-State students at <http://www.astate.edu/a/its/software-downloads/>

You may download the student version by following instructions here: [Microsoft](http://www.astate.edu/common/files/kivuto.pdf) [Office](http://www.astate.edu/common/files/kivuto.pdf). Also, the latest versions of Adobe PDF Reader, Adobe Flash, Apple QuickTime, and Java are required; as well as using Blackboard Learn 9.1.

You should know how to use the hardware/software required for the course as it will not be a justification for missing part of the lessons or activities.

## Hardware

You will need access to a reliable computer with a high-speed Internet connection, sufficient disk space (typically 10 GB), processor (1 GHz), and memory (2 GB).

Your computer must have a webcam and microphone to participate in online video and chat options as required throughout course assignments including ProctorU Authentication Challenges and/or Proctored Exams.

## Course Description

This course explores current theories of literacy development from birth through the primary grades. Current practices of promoting literacy development are examined as well as specific issues related to children and their literacy experiences.

## Prerequisites

There are no prerequisites for this course.

## Course Objectives

After successful completion of the course, you will be able to:

1. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge of spelling on reading.
2. Recognize multiple factors influencing reading acquisition and language development.
3. Recognize multiple theories that can be used to interpret reading acquisition and language development.
4. Describe a variety of instructional strategies that facilitate the literacy development of children from birth through the primary grades.
5. Describe methods for assessing and evaluating literacy development.
6. Make recommendations for creating a literate environment for young learners.
7. Demonstrate the ability to advocate in the field of early literacy for quality literacy development practices.
8. Demonstrate an understanding of current research and policies regarding emergent literacy instruction and their relevance to instructional practices.

## Course Goals

Through his or her assignments, candidates will:

* 1. Read selections from the required text and additional supplemental articles.
  2. Complete discussion postings via Blackboard.
  3. Complete reading journals in order to extract key concepts and ideas from the weekly readings and to reflect on their understandings of the concepts presented. Assignment details are found in the weekly folders where the journals apply.
  4. Review video resources pertaining to literacy cognition.
  5. Complete an Advocation for Best Practices in Emergent Literacy positon paper.

## Standards Alignment

* 1. **Department of Teacher Education Alignment**

**This course is aligned with the mission of the Department of Teacher Education:**

Our mission is to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence.

# InTASC Standards Alignment

The following includes course linkages to the Arkansas Teaching Standards (ATS) and the Teacher Excellence and Support System (TESS):

|  |  |  |
| --- | --- | --- |
| **Course Goals** | **TESS Linkages** | **ATS Linkages** |
| Recognize multiple factors influencing reading acquisition and language development. | 1(a), 1(b) | 1(d), 1(e), 2(i), 4(n) |
| Recognize multiple theories that can be used to interpret reading acquisition and language development. | 1(a) | 1(d), 4(k), 7(i) |
| Describe a variety of instructional strategies that facilitate the literacy development of children from birth through the primary grades. | 1(b) | 2(i), 1(d), 1(e) |
| Recognize and explain the influences of phonological, orthographic, and morphemic knowledge of spelling on reading. | 1(a) | 1(e), 4 (k), 4(n) |
| Describe methods for assessing and evaluating literacy development. | 1(b) | 1(f) |
| Make informed recommendations for creating a literate environment for young learners. | 1 (b), 4(d) | 3(a), |
| Demonstrate the ability to advocate in the field of early literacy for quality literacy development practices. | 1(b), 4(d) | 1(c), 3(n), 10 (j) |
| Demonstrate an understanding of current research and policies regarding emergent literacy instruction and their relevance to instructional practices. | 1(b), 4(d) | 1(k), 3(n) |

# International Literacy Association (ILA) 2010 Standards

## This course is aligned to the following ILA 2010 Standards:

**Standard 1: Foundational Knowledge**

*Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction*

**Element 1.1:** *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 1.2:** *Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

**Element 1.3:** *Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.*

## Standard 2: Curriculum and Instruction

*Candidates use instructional approaches, materials, and an integrated,*

*comprehensive, balanced curriculum to support student learning in reading and writing.*

**Element 2.1:** *Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.*

**Element 2.2:** *Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 2.3:** *Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.*

## Standard 3: Assessment and Evaluation

*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

**Element 3.1:** *Candidates understand types of assessments and their purposes, strengths, and limitations.*

**Element 3.2:** *Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.* **Element 3.3:** *Candidates use assessment information to plan and evaluate instruction.* **Element 3.4:** *Candidates communicate assessment results and implications to a variety of audiences.*

## Standard 4: Diversity

*Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

## Standard 5: Literate Environment

*Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

**Element 3.1:** *Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.*

**Element 3.2:** *Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.*

**Element 3.3:** *Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).*

**Element 3.4:** *Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.*

## Standard 6: Professional Learning and Leadership

*Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.* **Element 6.2:** *Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.*

**Element 6.3:** *Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.*

* 1. **ILA Description of Specialized Reading Professional Alignment This course is also aligned to the following International Literacy Association (ILA) description of the Specialized Reading Professional available at**: [Standards for Reading Professionals—Revised 2010](https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals)
  2. **International Dyslexia Association Standards (IDA) Alignment This course is further aligned to the following International Dyslexia Association (IDA) Standards**:

|  |  |
| --- | --- |
| 1.1 | Understand and explain the language processing requirements of proficient reading and writing  • Phonological (speech sound) processing  • Orthographic (print) processing  • Semantic (meaning) processing  • Syntactic (sentence level) processing  • Discourse (connected text level) processing |
| 1.2 | Understand and explain other aspects of cognition and  behavior that affect reading and writing, such as  • Attention  • Perception  • Recognition  • Identification  • Memory  • Executive Function  • Processing Speed  • Recall  o Graphomotor control  o Fluency |
| 1.3 | Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values). |
| 1.4 | Know and identify phases in the typical developmental progression of  • Oral language (semantic, syntactic, pragmatic, morphological)  • Phonological skill  • Printed word recognition  • Decoding  • Spelling  • Reading fluency  • Reading comprehension  • Written expression |
| 1.6 | Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression). |
| 2.1.1 | Identify, pronounce, classify, and compare the consonant and vowel phonemes of English. |
| 2.2.1 | Understand broad outline of hist. influences on Eng spelling patterns, (Anglo-Saxon, Latin [romance], Greek) |
| 2.2.2 | Define grapheme as a functional correspondence unit or representation of a phoneme. |
| 2.2.3 | Recognize and explain common orthographic rules and patterns in English. |
| 2.2.4 | Know and convey the difference between “high frequency” and “irregular” words. |
| 2.2.5 | Identify, explain, and categorize six basic syllable types in English spelling. |
| 2.3.1 | Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms. |
| 2.4.1 | Understand and identify examples of meaningful word relationships or semantic organization. |
| 2.5.1 | Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure. |
| 2.5.2 | Identify and explain the parts of speech and the grammatical role of a word in a sentence. |
| 5.1.6 | Apply the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics. |
| 5.2.1 | Understand and apply how to order phonic concepts from easier to more difficult:  • Symbol / sound association  • Morphophonemic variations  • Syllable types |
| 5.4.1 | Understand the role of vocabulary development and vocabulary knowledge in comprehension. |
| 5.4.2 | Understand and demonstrate the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. |
| 5.6.4 | Recognize and explain the influences of phonological, orthographic, and morphemic knowledge of spelling. |

## Course Policies and Logistics

* 1. **Attendance**

**Candidates are expected to be in frequent “attendance” online**. It is the **candidate’s responsibility to log onto Blackboard Learn frequently** to complete reading responses, access course materials, communicate with classmates/professor, and complete all assignments by the due date and time

# Course Work

## Work Completion

**Candidates are responsible for completing all work** as stated in this syllabus.

## Formal Work

**All formal work** for the course should be **Arial** **12-point sized font**, **double-spaced**, with **one-inch margins**.

## References & Citations

References and in-text citations **should consistently follow APA 6th Edition format**.

## Document Format

Assignments must be in ***Microsoft Word format (.doc or .docx) only***. *No exceptions!*

## Discussion Board Rules

**Candidates are expected to complete Blackboard discussion** posts in the following manner: **initial discussion posts** due on **Thursdays** by 11:59 pm; **responses to peers** due on **Sundays** by 11:59 pm.

## Backups

It is the candidate’s responsibility to maintain safe/efficient saving of files and their work. **Due to recent abuse and over extension of flexibility due to computer difficulties**, candidates are advised to take the following steps: ***1) back up all files related to this course on a second computer location (e.g. personal laptop + home/desktop or work computer); 2) utilize an external hard drive in addition to computer backup; 3) utilize an additional USB stick/jump drive, in addition to computer and external hard drive backups;***

***4) save all files on some type of “cloud” or at the very least, attached to saved emails within you’re A-State email account****.*

# Tardy Work

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.” Procrastination, pressure of work in other courses, and work not connected with the course are not considered emergency situations. Personal computer and connection issues do not constitute an emergency. ***This is an online course; plan ahead and anticipate an alternative to primary computer and Internet connection in the event of unexpected computer or Internet problems***.

# Contacting Your Instructor

**Do not use any other email address besides your A-State email** to contact the instructor. Please include your course section number and the name of the Academic Assistant within your emails. This assists me in answering many of the emails I receive throughout the course in a more time-efficient manner.

# Instructor Response Time

Expect responses to emails from me within 24 hours Monday through Friday and within 48 hours Saturday through Sunday. Please d*o not assume I received your email unless you have received a reply.* Follow up with me if you have not received a response within these respective time frames.

# ProctorU

You will **create a ProctorU Account at the beginning of the semester along with a Ucard ID**. Once completed, you will use this account to schedule exams and/or complete Authentication Challenges. Please note that Authentication Challenges may occur at any time during the course. ProctorU is available 24/7; however, students will need to schedule live proctoring sessions for exams **at least 72 hours** in advance to avoid any on demand scheduling fees. To create a ProctorU Account visit <https://go.proctoru.com/registrations>and then click **Create Ucard** at the top of the **My Exams** screen to make your Ucard ID. Please make your Ucard ID as soon as possible. This must be proctored before you can complete any Authentication Challenges.

In order to use ProctorU you will need to have a high-speed Internet connection, a webcam (internal or external), a computer with 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. On this page you will be able to test your 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 to ensure students have the best testing situation possible via phone at (855) 772-8678. Finally, tutorials and more in depth information for ProctorU are provided in the ProctorU Information Folder in Online Testing Information (link in the Getting Started Section).

# Authorship & FERPA

Authorship & FERPA **apply to all assignments submitted in this course**.

By submitting assignments to my instructor, I affirm that all the information I submit is my work unless otherwise referenced. For confidentiality purposes, the names of all referents (especially minors) have been changed or deleted. I understand that any evidence of plagiarism will be immediately investigated at the college and university levels and may result in adverse consequences.

# Flexibility Clause

This syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

## Performance Measures (Assignments)

(Note: Specific assignments will be posted weekly. The scope and sequence of this course is carefully designed so that each week’s assignments build on the readings, assignments, reflections, etc. of the previous week. ***Please do not expect to be able to work ahead of schedule***).

**Online Discussion Postings** Some coursework will take the form of online discussions on Blackboard. This is intended to increase class discourse in a different form, and offer a venue for students to directly engage with each other’s thinking. It also represents a way to “synthesize and capture” knowledge. Blackboard discussion posting will essentially involve two types of discussion postings for each reading assignment: one a detailed response to an essential questions posed week and the other responses to your peers regarding their thoughts about the readings contained within each module. Carefully review the rubric for online discussions prior to beginning your postings. **(30 points each)**

**Reading Journals** will allow you to extract key concepts and ideas from the weekly readings and to reflect on their understandings of the concepts presented. Assignment details are found in the weekly folders where the journals apply. **(20 points each)**

**Course Paper** Candidates will write **an Advocation for Best Practices in Emergent Literacy** position paper as the culminating assignment for this course. For this assessments candidates will demonstrate understandings of reading acquisition and language tenets, theories, and research including influences on emergent literacy development. **(200 points)**

## Course Grading

Please note the following grading system for this course. You have the opportunity to earn an A, B, C or F.

|  |  |  |  |
| --- | --- | --- | --- |
| ***A: 92-100*** | ***B: 83-91*** | ***C: 74-82*** | ***F: 0-73*** |

## Course Schedule

|  |
| --- |
| **Module I** |
| Elements of Emergent Literacy: A Linguistic Approach Part I |
| **Module II** |
| Elements of Emergent Literacy: A Linguistic Approach Part II |
| **Module III** |
| Literacy Processing Theory and Emergent Literacy Part I |
| **Module IV** |
| Literacy Processing Theory and Emergent Literacy Part II |
| **Module V** |
| Using Emergent Literacy Theories and Research in order to Advocate for Best Practices in Emergent Literacy |
|  |
|  |
|  |
|  |
|  |

Course Paper

A more in-depth course schedule is also provided in *Syllabus and Schedule* under **Getting Started**. It lists your weekly objectives, weekly readings/media and weekly assignments in addition to the above information.

## 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 Arkansas State 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.

Please [Register with Disability Services](https://www.astate.edu/a/disability/students/register.dot) (870-972- 3964) and then notify your professor ASAP.

Arkansas State University

College of Education and Behavioral Sciences

Department of Teacher Education

TE 6223 Effective Teaching for Diverse Populations

Fall 2017

**Instructor:**

Wednesday 6:00pm, Room ED

Office: 338 Education/Communications

Office hours: TBA

Office phone: 870-680-8097

Email: rtowery@astate.edu

**Textbook(s)/Readings**

Primary Texts: Don Kauchak & Paul Eggen, Learning and Teaching: Research-Based Methods.6th ed.

Supplemental Text: None

Assigned Readings: Readings will be provided or assigned

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

**Course Description**

Theory and practice for effective teaching of diverse students, application through the creation of unit and lesson plans.

**Program Outcomes (InTASC)**

2 Learning Differences

4 Content Knowledge

5 Application of Content

6 Assessment

7 Planning for Instruction

8 Instructional Strategies

**Course Level Student Learning Outcomes**

|  |  |  |
| --- | --- | --- |
|  | TESS Linkage | ATS linkage |
| Design an integrated thematic unit appropriately defining modifications for diverse learners | 1a,1b,1c,1d,1e,1f,  3b,3d,4a | 1b,1e,2c,2g,4f,5c,5d5h,5j,5h,6a,7j |
| Identify basic effective classroom practices that promote instruction: Planning, Organization, Assessment | 2a,2b,3a,3b,3c,3d,4a | 7a,7b,7c,7g, |
| Develop teaching strategies to deliver specific learning outcomes | 1a,1b,1c,1d,1e,1f,3b | 8a,8e,8g,8h |
| Select appropriate assessment strategies for a given lesson or learning outcome | 3d | 6a,6b,6e,6j,6k,6n,6o |
| Demonstrate knowledge of current practice in effective teaching: Questioning, Student Involvement, Use of Technology | 4a,4f, 3a,3b,3c,3d | 5l,6i,8g,8c,8j, |
|  |  |  |

**Course Requirements and Grading**

|  |  |
| --- | --- |
| Course Assessment and Performance Measures |  |
|  | Points per assignment |
| Reading Comprehension/Class Preparation Tests on Blackboard 6-8 Tests | 15 points per test |
| Constructive Responses based on readings or class discussion written in class or on Blackboard 8-12 instances | 25 points per instance |
| Quizzes taken in class: Announced and Unannounced including a mid-term and final  Unannounced quizzes 4-5 | Mid-Term 100 points  Final 100 points  Unannounced 10 points |
| Lesson Portfolio/Unit | 100 points |
| Other class based activities including: Participation, Sharing of Homework, and Collaborative (cooperative) learning varies | 20 points each |
|  |  |

**Grading Scale**

Grades are based on a percentage of points earned divided by the total possible points. Letter grades are awarded as follows:

A-92% or greater

B-86% to 91.99%

C-75% to 85.99%

F-Less than 75%

**Diversity-** Candidates are introduced to the needs of the diverse student population through specific learning activities including readings, lecture, samples of lesson plans demonstrating lesson modifications, and experiences planning for the needs of diverse learners.

**Technology** Candidates will use technology in terms of individual productivity. They will also be required to demonstrate how they will use technology such as learning applications, student research

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

**[for example, transportation for field experiences…]**

**University and Course Policies**

**Cell Phones**: Phones are to put out of sight and turned off. Phones may be kept on vibrate in case an EMERGENCY call is expected; however, you must notify the instructor prior to class. Otherwise, it is not to be used.

**Electronic Devices:** Including IPads, tablets, laptops: anything capable of internet access. These may be part of class activities when directed by the instructor. However, when not part of the activity, devices should be shut off.

Violations of the above will result in issuing behavior flags for unprofessional behavior.

**Attendance and Professionalism**

The university attendance policy stated below. If a student must be absent, it is his/her responsibility to contact a colleague to obtain the information missed. It is suggested you get a “Study Buddy” to assist you in clarifying course assignments.

The attendance policy does not allow for point deductions just for absence; however, grades may be reduced through the loss of points missed for work completed during an absence if there is not a reason acceptable to the instructor. This policy holds for tardy or late to class/leaving class early. \*Any work that has been done during this time cannot be made up.

\*Missing more than 15 minutes will be considered an absence and will follow the above guidelines.

\*Leaving early will follow the same guidelines as the tardy policy.

\*\*\*It will be the instructor’s decision as to whether an absence/tardy is excused for cause.

**Note:** A course in teacher education requires a professional demeanor. Promptness, organization, interest, enthusiasm, and dedication are traits of an effective teacher. Student dedication and interest in the teaching profession will become apparent through participation and interest in the course.

**Cheating and Plagiarism**:

Written assignments, tests/quizzes, and projects must not be completed with other students, copied from papers of other students, from models used by the instructor, or from published material, including the internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, resulting in a failing grade or such lesser sanctions as the instructor may invoke.

**Inclement Weather Policy**

The decision to cancel class will depend upon the decision made by the Arkansas State University Administration. Regional and local news media will publicize the closing. Students are responsible for checking their email before the next class to see if an out of class assignment has been sent. This assignment will be due the next time the class meets. 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, it is the responsibility of the student to immediately (within 24 hours), contact the instructor to determine the need to complete any missed assignments. The instructor will use Blackboard Learn to communicate with students.

**Flexibility Clause:**

The aforementioned items on this syllabus are subject to change. Students’ experiences and needs will be considered in modifying this course syllabus.

**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. (<http://www.astate.edu/a/disability/faculty-resources/>

**Academic Misconduct Policy**

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

**Course Outline**

|  |  |
| --- | --- |
| WEEK | CONTENT |
| 1 | The Role of the Teacher in the Modern Classroom |
| 2 | Understanding Student Differences and How They Impact Planning Needs |
| 3 | Organizing for Instruction |
| 4 | Planning: Long Term and Unit Plans |
| 5 | Planning: Basic Lesson Plans |
| 6 | Student Involvement and Engagement |
| 7 | Mid-Term |
| 8 | Teaching Models: Teacher Centered Approaches |
| 9 | Teaching Models: Learned Centered Approaches |
| 10 | Cooperative Learning Models |
| 11 | Differentiated Instruction |
| 12 | Formative Assessment |
| 13 | Summative Assessment |
| 14 | Unit Presentations by Students |
| 15 | Final exam |