

Graduate Council  
February 15, 2018  
Library 6th Floor Conference Room 603

Voting Members Present: Joanna Grymes (proxy for Amanda Wheeler), Ashley Shulz, David Jeong, Debbie Shelton, Lauri Umansky (also proxy for Deborah Chappel Traylor), Fabricio Medina-Bolivar, Lillie Fears (proxy for Gil Fowler), Hideya Koizumi, John Mello, Lauren Schack Clark, Rokib Hasan, Shawn Drake, Steve Bounds

Non-Voting Members Present: Allyson Myers, Summer DeProw, Karen Wheeler

Members Absent: Steve Green

Meeting called to order

1. Approval of November 16, 2017 Minutes [Steve Bounds motion to approve, Lauren Schack Clark seconded. Joanna Grymes noted that Amanda Wheeler was marked both present and absent, and she should be marked as present. Pass.]
2. Graduate Faculty Status Requests
  - a. Council would like to update the forms to read “Term Beginning” and “Term Ending.” They also discussed adding language to the Faculty Handbook regarding the length of approved Graduate Faculty Status to allow temporary (or potentially Professional members) members “6 years or upon completion of dissertation.”
  - b. Temporary
    - i. 2018G\_NC28\_Temp\_Farley-Schweigharts  
2018G\_NC29\_Temp\_Jami-Nash  
2018G\_NC30\_Temp\_Jeannean-Rollins  
2018G\_NC33\_Temp\_David-Eckert  
2018G\_NC34\_Temp\_Cherie-Collins  
2018G\_NC35\_Temp\_William-McGuire
      1. Motion to approve NC28-30 and NC33-35: Steve Bounds.  
Second: Lauri Umansky. Pass
    - ii. 2018G\_NC31\_Temp\_Richard-Lizotte  
2018G\_NC32\_Temp\_Stephen-Grace-UALR
      1. Motion to approve NC31-32 for 2 years as Temporary: John Mello.  
Second: Fabricio Medina Bolivar. Pass
  - c. Regular
    - i. 2018G\_NC01-25b\_ELCSE-ADJUNCTS-course-list.docx

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2018G\_NC01\_Reg\_Suzanne-Bailey  
2018G\_NC02\_Reg\_Brad-Baine  
2018G\_NC03\_Reg\_Ulanda-Branch  
2018G\_NC04\_Reg\_Gabrina-Charles  
2018G\_NC05\_Reg\_Lynn-Cooper  
2018G\_NC06\_Reg\_Karen-Curtner  
2018G\_NC07\_Reg\_Anita-Fauber  
2018G\_NC08\_Reg\_Jeff-Flannigan  
2018G\_NC09\_Reg\_Scott-Gauntt  
2018G\_NC10\_Reg\_Pamela-Gray  
2018G\_NC11\_Reg\_April-Holifield-Scott  
2018G\_NC12\_Reg\_Julius-Wynne  
2018G\_NC13\_Reg\_Jonnie-Kirkland  
2018G\_NC14\_Reg\_Nicole-Letchworth  
2018G\_NC15\_Reg\_Jennifer-Malugen  
2018G\_NC16\_Reg\_Jeremy-Mangrum  
2018G\_NC20\_Reg\_Stephanie-Reddick  
2018G\_NC21\_Reg\_Sue-Sadik  
2018G\_NC22\_Reg\_Mike-Skelton  
2018G\_NC23\_Reg\_Kima-Stewart  
2018G\_NC24\_Reg\_Oceania-Wright  
2018G\_NC25\_Reg\_Grace-Petersen

1. Pull all ELCSE adjuncts to consider for Temporary Graduate Faculty Status. The forms will be changed in the Provost's Office to ensure accurate paperwork. Copies will be sent back to the department for their files.

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2. Motion to approve NC01-16 and NC20-25 with TEMPORARY Graduate Faculty Status: Steve Bounds. Second: Fabricio Medina Bolivar. Pass
  - ii. 2018G\_NC17\_Reg\_Helen-McBride  
2018G\_NC18\_Reg\_Julie-Milligan  
2018G\_NC26\_Reg\_Matthew-Carey
    1. Council requests clarification for when the duration of NC17 should start.
    2. Motion to approve NC17, NC18 and NC26: Lauri Umansky. Second: Steve Bounds. Pass
  - iii. 2018G\_NC19\_Reg\_Cindy-Nichols  
2018G\_NC27\_Reg\_Bethania-Baray
    1. Council requests clarification regarding NC19 qualifications. Does candidate have an Ed.D. or a Ph.D.?
    2. Motion to approve NC19 and NC27 with TEMPORARY Graduate Faculty Status: Steve Bounds. Second: Hideya Koizumi. Pass
3. Course Proposals
- a. Subcommittee 1
    - i. 2018G\_EBS01\_LONC\_EdS-Reading  
2018G\_EBS02\_BC\_MLED-6403  
2018G\_LAC01\_BC\_CMAC-6463  
2018G\_LAC02\_BC\_Social-Media-Mgmt  
2018G\_LAC03\_NC\_HIST-5493  
2018G\_LAC04\_BC\_MA-Sociology-capstone-statement  
2018G\_LAC05\_BC\_MA-Sociology-add-electives  
2018G\_NHP02\_BC\_MAT
      1. EBS01, EBS02, LAC01-05, NHP02 considered together
      2. Motion to approve all: Lauren Schack Clark. Second: Fabricio Medina Bolivar. Pass

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- ii. 2018G\_NHP01\_BC\_SW-6003-and-SW-6053
    - 1. Motion to approve: Lauren Schack Clark. Second: Lauri Umansky. Failed. Proposal Tabled
  - b. Discussion: Council would like to add a notification section to the agenda for items that are for review but do not require a vote to approve.
  - c. Subcommittee 2
    - i. 2018G\_EBS03\_LON13\_MAT-SPED
      - 1. Notes: LOI MAT SPED passed Grad Council via email vote 1/8/18. Changed to LON11 for ADHE purposes. New Courses were approved 11/16/17.
      - 2. Motion to acknowledge review: Hideya Koizumi. Second: John Mello. Pass
  - d. Subcommittee 3
    - i. 2018G\_EBS04\_LON13\_MSE-SPED
      - 1. Council's comments: This was approved already. Courses are all existing. Course number should be 6163 and the course name for 6193 is incorrect. Needs semester-by-semester degree plan. #9 is not adequate. 6013, 6143, 6183, 6193 have all been in banner since 201560 but can't find on minutes as having been approved.
      - 2. Motion to acknowledge review: Shawn Drake. Second: John Mello. Pass
4. Update regarding Graduate Policy Group – Shawn Drake
- a. Finished Graduate Faculty Status and sent the proposal on to SGOC. Currently looking at Admission policies, what should be in the bulletin and what should be in a "Grad Policy Book/Handbook/Manual," and time-to-degree (6 years for masters and specialists, 8 years for doctoral).
    - i. Allyson Myers asked for clarification regarding time to degree for certificates. Shawn Drake and Karen Wheeler agree to consider the question with the Graduate Policy Group.

Meeting adjourned at 4:41 pm.

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**Standard Subcommittee Memberships**

Subcommittee 1	Subcommittee 2	Subcommittee 3
Gil Fowler	Steve Green	Shawn Drake
Deborah Chappel Traylor	David Jeong	Debbie Shelton
Lauren Schack Clark	Amanda Wheeler	Fabricio Medina Bolivar
Lauri Umansky	Steve Bounds	Hideya Koizumi
John Mello	Ashley Schulz	Rokib Hasan
Can review: AET, EBS, NHP, SM	Can review: BU, LAC, NHP, SM	Can review: AET, BU, EBS, LAC

To access graduate faculty status applications:

<http://www.astate.edu/a/shared-governance/shared-governance-committees/undergraduate-curriculum-council/graduate-council/noncurricular>

Password: **Grad\_Faculty**

To access curricular proposals

<https://www.astate.edu/a/shared-governance/shared-governance-committees/undergraduate-curriculum-council/graduate-council/current-documents.dot>

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

## 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.

Joanna Grymes	9/15/2017
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**Department Curriculum Committee Chair**

Rob Williams  
**COPE Chair (if applicable)** 9/22/2017

Ron Towery 9/15/2017  
**Department Chair:**

Mary Jane Bradley 9/22/2017  
**Head of Unit (If applicable)**

Wayne Wilkinson 9/18/2017  
**College Curriculum Committee Chair**

	ENTER DATE
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**Undergraduate Curriculum Council Chair**

Mary Jane Bradley 9/18/2017  
**College Dean**

	ENTER DATE
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**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. LaToshia Woods, [ltwoods@astate.edu](mailto:ltwoods@astate.edu), 870-972-3059


## Bulletin Changes

### Instructions

Please visit <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.

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- 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 →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

## Program of Study for the Specialist in Education Degree in Reading

### PURPOSE OF THE DEGREE

The Specialist in Education (Ed.S.) degree with a major in Reading offers educators an opportunity to expand their knowledge of reading instruction and literacy leadership beyond the Master's level. Candidates for the Ed.S. degree with a major in Reading degree will work with a faculty advisor who teaches graduate level reading courses in the Department of Teacher Education to develop a plan of study which incorporates 30-33 hours beyond the Master's level ~~and includes a thesis.~~

### ADMISSION REQUIREMENTS

**Unconditional Admission:** Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of Graduate Admissions. In addition, applicants must meet the following criteria for unconditional admission:

- Have a valid teaching license (Arkansas or other state)
- Have a Master's Degree in Reading or other field in education
- Have a minimum of a 3.25 graduate GPA
- ~~Have documentation of a minimum raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE~~
- Provide official transcripts for all previous undergraduate and graduate course work
- ~~Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)~~
- ~~Participate in an interview with graduate reading faculty members upon receipt of all documents~~

**Conditional Admission:** Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of Graduate Admissions. In addition, applicants must meet the following criteria for conditional admission:

- Have a valid teaching license (Arkansas or other state)
- Have a Master's Degree in Reading or other field in education
- Have a minimum of a 3.00 graduate GPA
- ~~Have documentation of a minimum raw score of at least 368 on the Miller Analogies Test (MAT) or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE~~
- Provide official transcripts for all previous undergraduate and graduate course work
- ~~Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)~~
- ~~Participate in an interview with graduate reading faculty members upon receipt of all documents~~

Conditional admission requires the student to earn a minimum grade of B or better in the first two classes of the graduate program.



# Reading

## Specialist in Education

<b>University Requirements:</b>	
See Graduate Degree Policies for additional information (p. 35)	
<b>Core Courses:</b> ELFN 6773, or an equivalent course, must be taken as a prerequisite for RDNG 7613; this does not count toward total hours needed for degree completion.	Sem. Hrs.
<del>RDNG 7613, Survey of Quantitative and Qualitative Literacy Research</del> <b>RDNG 6573 Action Research in Literacy Education</b>	3
<b>RDNG 7423 Studies in Critical Literacy</b>	3
<b>RDNG 7493 Reading and Writing Capstone</b>	3
<b>RDNG 7613 Survey of Quantitative and Qualitative Literacy Research</b>	3
<b>RDNG 7653 Advanced Studies in Reading Comprehension</b>	3
Sub-total	<del>2</del> 15
<b>Literacy Leadership Track:</b>	Sem. Hrs.
Select one of the following tracks:	<del>21-24</del> 15
<p><b>Option 1 - Advanced Perspectives</b> This track is designed for Ed.S. candidates who already have a Master's Degree in Reading.</p> <p><del>RDNG 7273, Multicultural Influences in Reading and Literature</del> RDNG 7283, Writing Pedagogy: Advanced Processes of Writing RDNG 7393, Literacy Leaders as Community Advocates RDNG 7473, Theories of Language Acquisition RDNG 7543, New Literacies RDNG 7643, Social Foundations of Literacy <del>RDNG 7653, Advanced Studies in Reading Comprehension</del></p> <p><b>Option 2 - Professional Practice</b> This track is designed for Ed.S. candidates who have a Master's Degree in another educational field.</p> <p><del>RDNG 6243, Reading in the Digital Age</del> <del>RDNG 6313, Theory and Practice in Teaching Reading</del> RDNG 6333, Reading Practicum I – Diagnosis and Intervention <del>RDNG 6353, Reading Practicum II – Leadership in Literacy</del> RDNG 6563, Principles of Literacy Cognition <del>RDNG 7283, Writing Pedagogy: Advanced Processes of Writing</del> RDNG 7473, Theories of Language Acquisition <del>RDNG 7653, Advanced Studies in Reading Comprehension</del></p> <p><b>RDNG 6513, Emergent Literacy (Birth – Primary)</b> <b>RDNG 6533, Literacy for Diverse Learners</b> <b>RDNG 6553, Adolescent Literacy</b></p>	
<b>Thesis:</b>	Sem. Hrs.
<del>RDNG 745V, Thesis</del>	6
<b>Total Required Hours:</b>	<b>30-33</b>

**RDNG 6493. Advanced Reading Methods and Intervention** Examines latest trends in research based reading instructional methodology and development, implementation, and monitoring of intervention for struggling readers. Prerequisite, RDNG 6313 (or equivalent); and enrollment in a Graduate Program within the College of Education and Behavioral Science.

**RDNG 6513. Emergent Literacy Birth - Primary Grades** Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

**RDNG 6533. Literacy for Diverse Learners** Examines literacy issues in the context of multicultural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

**RDNG 6553. Adolescent Literacy** Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all curricular areas. Restricted to MSE Reading major or permission of instructor.

**RDNG 6563. Principles of Literacy Cognition** An examination of current research on literacy cognition, reading disorders, and research-based methodologies for reading instruction, with implications for instruction.

**RDNG 6573. Action Research in Literacy Education** Examination of theory and practice in action research as applied to literacy education with practical application in literacy settings. Prerequisite: Admission to MSE-Reading program or approval by professor; ELFN 6773: Statistics and Research.

*RDNG 680V. Independent Study*

**RDNG 7273. Multicultural Influences in Reading and Literature** Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and diverse voices in literature as a transformative agent in schools and society. Restricted to graduate students in education programs or permission of instructor.

**RDNG 7283. Writing Pedagogy: Advanced Processes of Writing** An examination of varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and research of writing pedagogy facilitating the study of effective application. This course is restricted to Ed.S. degree Reading candidates or other graduate students with permission of the instructor.

**RDNG 7393. Literacy Leaders as Community Advocates** Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation. Restricted to MSE-Reading or Ed.S.-Reading candidates or approval of the instructor

***RDNG 7423. Studies in Critical Literacy*** *Explores literacy as a critical social practice that may be used to enact social change within the classroom and beyond. Applications include the social context of literacy, multiple literacies, and the role of literacy in the production of power.*

***RDNG 7493. Reading and Writing Capstone*** *Serves as both the review and comprehensive examination of program content with a focus on developing descriptive, analytical, and reflective writings that demonstrate effective applications of practices for literacy instruction. Must be taken in final semester of coursework.*

**RDNG 745V. Thesis** Thesis is specific as the capstone for the Specialist in Education Reading (Ed.S. Reading) Program and enrollment is restricted to those students.

**RDNG 7473. Theories of Language Acquisition** Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

**RDNG 7543. New Literacies** An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology. Restricted to Ed.S.-Reading Candidates or graduate students with permission of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

**RDNG 7613. Survey of Quantitative and Qualitative Literacy Research** An overview of research design, framework, and methodological approaches that spans qualitative and quantitative paradigms, including a mixed methods approach, within the context of literacy. Restricted to Ed.S Candidates or graduate students with permission of the instructor Prerequisite: ELFN 6773, Statistics and Research (or equivalent).

# LETTER OF NOTIFICATION – 11C

## CURRICULUM REVISION OF EXISTING CERTIFICATE OR DEGREE PROGRAM

1. Institution submitting request: *Arkansas State University*
2. Contact person/title: *Dr. LaToshia Woods, Assistant Professor of Reading*
3. Title of certificate/degree program: *Specialist in Education in Reading*
4. CIP Code: *13.1315*
5. Degree Code: *6915*
6. Effective Date: *Spring 2018*
7. Reason for proposed change:

*Although the current Ed.S.in Reading degree program at Arkansas State University allows students opportunities to gain theory and skills to advance in their career and life goals in reading and literacy, its format necessitates revisions in order to remain up-to-date and to maintain its comprehensive scope. Currently, students take comprehensive exams outside of their coursework and complete thesis hours as part of their coursework. Within the proposed revision to the current program, students will be offered a capstone course in place of the comprehensive exam and additional course that addresses updated content based on advances in research in reading and literacy. By revising the curriculum to support advances in reading and literacy and for the online offering, the content of the program will be updated and access to the degree will be expanded.*

8. Provide **current** and **revised** curriculum outline. (Indicate total credit hours for current certificate/degree and total credit hours for revised certificate/degree.)

### CURRENT CURRICULUM OUTLINE

<b>Core Courses</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Core Courses for all Ed.S.</b>		
RDNG 7613	Survey of Quantitative and Qualitative Literacy	3
RDNG 7473	Theories of Language Acquisition	3
RDNG 7653	Advanced Studies in Reading Comprehension	3
RDNG 7283	Writing Pedagogy: Advanced Processes in Writing	3
<b>12 HOURS</b>		
<b>Track 1: Advanced Perspectives (students who hold a MSE in Reading)</b>		
RDNG 7273	Multicultural Influences in Reading and Literature	3
RDNG 7543	New Literacies	3
RDNG 7643	Social Foundations of Literacy	3
RDNG 7393	Literacy Leaders as Community Advocates	3
<b>12 HOURS</b>		
<b>Track 2: Professional Practice (students who hold a master's degree in another field)</b>		
RDNG 6333	Reading Practicum I:	3

	Diagnosis & Intervention	
RDNG 6243	Reading in the Digital Age	3
RDNG 6353	Reading Practicum II: Leadership in Literacy	3
RDNG 6313	Theory and Practice in Teaching Reading	3
RDNG 6563	Principles of Literacy Cognition	3
		<b>15 HOURS</b>
All candidates must complete a thesis under the supervision of the Department of Teacher Education graduate reading faculty and enroll in 6 hours of RDNG 7451-6.		
Thesis:		<b>6 HOURS</b>

**TOTAL PROGRAM HOURS:**

**30-33**

## REVISED CURRICULUM OUTLINE

<b>Core Courses for all Ed.S. students</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
RDNG 6573	Action Research in Literacy Education	3
RDNG 7423	Studies in Critical Literacy	3
RDNG 7493	Reading and Writing Capstone	3
RDNG 7613	Survey of Quantitative and Qualitative Literacy Research	3
RDNG 7653	Advanced Studies in Reading Comprehension	3
		<b>15 HOURS</b>
<b>Track 1: Advanced Perspective (students who hold a MSE in Reading)</b>		
RDNG 7473	Theories of Language Acquisition	3
RDNG 7283	Writing Pedagogy: Advanced Process in Writing	3
RDNG 7643	Social Foundations of Literacy	3
RDNG 7543	New Literacies	3
RDNG 7393	Literacy Leaders as Community Advocates	3
		<b>15 HOURS</b>
<b>Track 2: Professional Practice (students who hold a master's degree in another field)</b>		
RDNG 6333	Reading Practicum I: Diagnosis & Intervention	3
RDNG 6513	Emergent Literacy (Birth – Primary)	3
RDNG 6533	Literacy for Diverse Learners	3
RDNG 6553	Adolescent Literacy	3
RDNG 6563	Principles of Literacy Cognition	3
		<b>15 HOURS</b>

**TOTAL PROGRAM HOURS:**

**30 HOURS**

9. Institutional curriculum committee review/approval date for revised degree:
10. Provide additional program information requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

## Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

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Joanna Grymes	10/31/2017
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**Department Curriculum Committee Chair**

Rob Williams  
**COPE Chair (if applicable)** 12/6/2017

Ronald Towery 10/31/2017  
**Department Chair:**

Mary Jane Bradley 12/14/2017  
**Head of Unit (If applicable)**

Wayne W. Wilkinson 11/2/2017  
**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair** ENTER DATE

Mary Jane Bradley 11/3/2017  
**College Dean**

**Graduate Curriculum Committee Chair** ENTER DATE

ENTER DATE  
**General Education Committee Chair (If applicable)**

ENTER DATE  
**Vice Chancellor for Academic Affairs**

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

Ron Towery, [rtowery@astate.edu](mailto:rtowery@astate.edu), 870 972 3059

**2.Proposed Change**

Make the course name of MLED 6403 consistent throughout the Graduate Bulletin: MLED 6403 World of the Young Adolescent

**3.Effective Date**

Spring 2018

**4.Justification** – Please provide details as to why this change is necessary.

The course title was changed several years ago but it is inconsistently listed throughout the bulletin: p 111 World of the Young Adolescent; p. 135 World of the Young Adolescent Mid-Level Child; p. 154 The World of the Mid-Level Child; p. 196 World of the Mid-Level Child; p. 313 The World of the Mid-Level Child  
World of the Young Adolescent better describes the ages of students addressed in the course.

**Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.**

Form Revised: 09/05/2017

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Form Revised: 09/05/2017




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*Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.*

p. 135

MLED 6403, ~~The~~ World of the Young Adolescent ~~Mid-Level-Child~~

p. 154

MLED 6403, ~~The~~ World of the ~~Mid-Level-Child~~ Young Adolescent

p. 196

**Select two of the following:**

ELCI 5523, Middle School Curriculum

ELCI 6523, Secondary School Curriculum

ELCI 6533, Theories of Instruction

ELFN 6763, Philosophies of Education

ELSE 5733, Gifted Children in the Regular Classroom

ELSE 6023, Characteristics of Individuals with Disabilities

ELSE 6673, Children with Emotional and Behavioral Disorders

**Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

MLED 5042, Theories and Strategies of Middle Grades Classroom Management

MLED 6403, ~~The World of the Mid-Level-Child~~ Young Adolescent

PSY 6513, Advanced Educational Psychology

RDNG 6533, Literacy for Diverse Learners

RDNG 6553, Adolescent Literacy

TE 6243, Technology as a Tool for Teaching

## P 313

**MLED 6403.** ~~The World of the Mid-Level-Child~~ **World of the Young Adolescent** A focus on the developmental characteristics of the young adolescent ages (10-14) set against a matrix of racial, ethnic, gender, socioeconomic, family, and community issues in order to create developmentally responsive practices and programs for all mid-level learners.

**Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.**  
Form Revised: 09/05/2017

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Gwendolyn L. Neal	10/24/2017		
<b>Department Curriculum Committee Chair</b>		Rob Williams	10/25/2017
		<b>COPE Chair (if applicable)</b>	
Joan Henley	10/24/2017	Mary Jane Bradley	10/25/2017
<b>Department Chair:</b>		<b>Head of Unit (If applicable)</b>	
Wayne W. Wilkinson	10/25/2017	<input style="width: 100%; height: 20px;" type="text"/>	<input type="text" value="ENTER DATE"/>
<b>College Curriculum Committee Chair</b>		<b>Undergraduate Curriculum Council Chair</b>	
Mary Jane Bradley	10/25/2017	<input style="width: 100%; height: 20px;" type="text"/>	<input type="text" value="ENTER DATE"/>
<b>College Dean</b>		<b>Graduate Curriculum Committee Chair</b>	
<input style="width: 100%; height: 20px;" type="text"/>	<input type="text" value="ENTER DATE"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input type="text" value="ENTER DATE"/>
<b>General Education Committee Chair (If applicable)</b>		<b>Vice Chancellor for Academic Affairs</b>	

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> 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 →  Format Painter, and selecting the text you would like to apply the change to. Please visit <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**

8. 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*

<b>Course Number</b>	<b>Course Title</b>	<b>Hours</b>
<b>Summer Semester Year One</b>		
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
<b>Fall Semester Year One</b>		
RDNG 6513	Emergent Literacy	3
ELSE 6163	Positive Behavior Interventions and Support	3
<b>Spring Semester Year One</b>		
ELSE 6073	Educational Procedures for Individuals with Moderate-Profound Disabilities	3
ELSE 5633	Literacy, Assessment, and Diagnosis of Exceptional Learners	3
<b>Summer Semester Year Two</b>		
ELSE 6053	Educational Procedures for Individuals with Mild Disabilities	3
ELSE 6183	Teaching Students with Autism Spectrum Disorders	3
<b>Fall Semester Year Two</b>		
ELSE 6196	MAT Internship in Special Education	6
Total Hours		36

10. 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

12. 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.*

13. 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.*

14. **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

15. Provide the percentage of the program that is offered via distance (50%, 75%, etc.).

100%

16. 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.*

17. 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.

18. 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.*

19. 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

20. Provide institutional curriculum committee review/approval date for proposed distance technology program.

Summer 2018

21. 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.

22. 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

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

**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**

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- 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/> **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  
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**Textbook(s)/Readings**

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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/> **Purdue University Online Writing Lab, Avoiding Plagiarism**

### **Attendance Policy**

University Policy from the Current Bulletin:

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

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

### **Late Submission Policy:**

Except in cases of serious extenuating circumstances, tardy work will not be accepted.

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

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

- Serious illness shortly before a coursework deadline
- Death of a family member or close friend shortly before a deadline

- Sudden illness or emergency involving a close family member.
- Domestic problems, e.g. fire, theft.

### Course Outline

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

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* (7<sup>th</sup> 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

<b>Course Level Student Learning Outcomes</b>	<b>TESS Linkage</b>	<b>ATS linkage</b>	<b>CEC Linkage</b>
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**

<b>Course Assessment and Performance Measures</b>	<b>Points</b>
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	25

group work, or off-task behavior which leads to incomplete class-work.	
<b>Total points</b>	<b>850 points</b>

### **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:](#)

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<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**

<b>WEEK</b>	<b>CONTENT</b>
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

#### I. 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>

#### II. Textbook Readings

##### A. Primary Text:

Wolff Heller, K., Forney, P., Alberto, P., Best, S., & Schwartzman, M. (2009).

*Understanding*

*physical, health, and multiple disabilities*. (2<sup>nd</sup> Ed.). Upper Saddle River, New Jersey. Merrill- Pearson.

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

##### B. 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.

#### III. 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

**IV. Standards Linkage:**

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

<b>Standard #1: Learner Development and Individual Learning Differences</b>	
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.	
<b>Key Elements</b>	
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.
<b>Standard #2: Learning Environments</b>	
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.	
<b>Key Elements</b>	
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 and 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.
<b>Standard #3: Curricular Content Knowledge</b>	
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	
<b>Key Elements</b>	
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.
<b>Standard #4: Assessment</b>	
4.0 Beginning special education professionals use multiple methods of assessment and data sources in making education decisions.	
<b>Key Elements</b>	
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.
<b>Standard #5: Instructional Planning and Strategies</b>	
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	
<b>Key Elements</b>	
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	<b>Standard #6 Professional Learning and Ethical Practice</b> 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.
<b>Key Elements</b>	
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	<b>Standard #7: Collaboration</b> 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.
	<b>Key Elements</b>
7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

#### B.Linkage to Arkansas Standards-Instructional Specialist Birth Through Eight Years:

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

<b>STANDARD #1:</b> 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
<b>STANDARD #3:</b> 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
<b>Standard #4:</b> 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

### C. 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.

#### A. 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 2<sup>nd</sup> 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
8. **Parent Verification Form** (10 points). Proof of parental consent to observe student(s).
9. **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

B. Grading Scale:

A = 90 -100%

B = 80 - 89%

C = 70 -79%

F = below 60%

C. 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**

- A. Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.
- B. Students are required to complete 20 clock hours of internship activities that are concomitant to course assignments.
- C. 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.)
- D. Students are required to utilize LiveText for portfolio construction and to post other assignments as noted.
- E. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
- F. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

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

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

## IX. References:

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

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## **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* (5<sup>th</sup> or 6<sup>th</sup> 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

1.0 Learner Development and Individual Learning Differences

2.0 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
<b>Scenario Assignment</b> (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	20

<p>the principle you choose.</p> <p>Specifically, your assignment for this week is to:</p> <ol style="list-style-type: none"> <li>Describe IDEA in an opening paragraph; including what the main principles are and why they are important.</li> <li>Read the scenario provided, out of the principles provided below identify which principle(s) of IDEA is violated in each scenario.</li> <li>Use your Week 1 reading, power points, and lecture to provide a rationale (explain why) that justifies your reasoning for choosing the principle.</li> <li>In each of your rationales you are to provide a citation from the power points, your book or other scholarly sources. A "<i>citation</i>" 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. <a href="https://www.google.com/search?q=what+is+a+citation&amp;ie=utf-8&amp;oe=utf-8">https://www.google.com/search?q=what+is+a+citation&amp;ie=utf-8&amp;oe=utf-8</a></li> <li>Type your answers in the boxes provided.</li> </ol>	
<p><b>Educating Peter-</b> (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.</p> <p>Specifically, your assignment for this module is to:</p> <ol style="list-style-type: none"> <li>Watch YouTube videos links of Educating Peter.</li> <li>Write an essay to include the following:</li> <li>Describe IDEA <b>and</b> the 6 core principles.</li> <li>Tell what the advantages and disadvantages of inclusive practices are.</li> <li>Write a 300 word reflection as if you were the teacher in the classroom,</li> <li>Write a 300 word reflection as if you are a parent of a child in the classroom.</li> <li>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.</li> </ol>	20
<p><b>F.A.T. City</b> (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.</p> <p>After watching the video, you will complete an essay describing what you observed on the video. In this essay, you will provide:</p>	20

<ul style="list-style-type: none"> <li>• An introduction, including an <b>overview</b> of what the video presentation was about. What does F.A. T. mean?</li> <li>• A <b>detailed</b> description of the setting.</li> <li>• A <b>detailed</b> description of the participants.</li> <li>• A <b>thorough</b> discussion of the activities.</li> <li>• Your personal reaction to the video: <ul style="list-style-type: none"> <li>○ What parts of the video impacted you the most?</li> <li>○ In the video what was considered “fair”?</li> <li>○ Did the video definition of fairness change your opinion of the meaning of the term? Explain.</li> <li>○ Describe other information you learned and if you felt the video was worthwhile.</li> </ul> </li> <li>• 4-5 pages, double-spaced type, one-inch margins, Times New Roman font, 12-point type with proper grammar, punctuation, and spelling.</li> </ul>	
<p><b>Assignment: Lesson Plan – Learning Disability</b> (Summative) - <b>ALWAYS</b> read the rubric first to see what you have to have included in the assignment.</p> <p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow the lesson plan template provided. Make sure you provide <b>detailed answers</b> throughout each section of the lesson plan.</li> <li>• Include your state standards that match your objectives. Write the standard out so that we can verify it matches.</li> </ul> <p>Part 2: In an essay form write the following information.</p> <ul style="list-style-type: none"> <li>• Define the term learning disability as described by IDEA.</li> <li>• List the 13 signs of a student with learning disabilities.</li> <li>• 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.</li> </ul>	20
<p><b>Self-Management Strategy</b> (Formative)- The purpose of this assignment is to provide you an opportunity for you to apply strategies from the chapter readings, assignments,</p>	15



<p>and video lectures and develop a plan on how to teach a EBD to change their behavior.</p> <p><b>DIRECTIONS:</b></p> <ul style="list-style-type: none"> <li>• Choose a student in your classroom (change his/her name) that needs to change a behavior.</li> <li>• Refer to Chapter 8 in the textbook and review Teaching Self-Management Skills.</li> <li>• 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.</li> <li>• There will be NO APA style used in this assignment.</li> </ul>	
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**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/> 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. 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).
14. 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**

- A. 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.

#### B. 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.

#### C. 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

#### D. 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.

- A. **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:
  - (1) Paragraph describing the child (including family and school situation) and his disability.
  - (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]
- B. **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]
- C. **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]
- D. **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]

E. **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]

**F. 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 31<sup>st</sup>. 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (2<sup>nd</sup> 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](http://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
<b>PBIS Project (Summative).</b> 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
<b>Part I: Functional Behavior Assessment.</b> 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
<b>Part II: Behavior Intervention Plan.</b> 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
<b>Part III: Intervention Implementation.</b> Graduate candidates will summarize the results of the interventions, provide recommendations, and reflect on their overall experiences	35
<b>Discussion Board (4 @ 20 = 80).</b> 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
<b>Final Reflection.</b> 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
<b>TOTAL</b>	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/> **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:**

**A. 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**

A. 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:

**A. 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.

**B. 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.

### **C. Learning to Teach, Teaching to Learn (ASU Frameworks Linkage)**

1. Communication Skills. The teacher candidate demonstrates effective communication skills, including:
  - a. Utilization of Technological Practices as Identified in the ISTE Standards
  - b. Use of Standard English in Writing and Speaking
  - c. Adaptations to Diverse and Special Populations
2. Professionalism. The teacher candidate acts in a legal, professional, and compassionate manner, including:
  - a. Demonstration of Legal Disposition by utilizing skills within the frameworks of teacher/student rights, privacy/confidentiality, and liability
  - b. 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
  - c. Demonstration of a Compassionate Disposition by applying skills that provide evidence of kindness/empathy, trust, and an appreciation for diverse and exceptional learners.
3. Curriculum. The teacher candidate plans and implements best practices in the curriculum appropriate to students, grade level, content, and course.
4. Teaching Models. The teacher candidate demonstrates the knowledge of ability to apply an appropriate teaching model that is consistent with needs of student.
5. Classroom Management. The teacher candidate utilizes appropriate classroom management strategies.
6. Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
7. Reflective Teaching. The teacher candidate reflects on teaching and learning.
8. Subject Matter. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches 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

## **G. 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.

**A. 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.

- B. 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**
  
- C. 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.
  
- D. 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.
  
- E. 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**
  
- F. 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 is due in week 7
  
- G. Focus Questions: (20 points)** Questions from Chapter One are structured to assess students understanding of chapter objectives and main ideas.
  
- H. 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	<b>Chapter 1</b> Overview of Autism Spectrum Disorders	<b>Discussion #1</b>  <b>Chapter One Focus Questions</b>  <b>Introduction / personal reflection on ASD</b>
Session II October 16 - 22	<b>Chapters 2 &amp; 3</b> Assessment for Instructional Planning <a href="https://www.youtube.com/watch?v=ILiX9gGd0Ik">https://www.youtube.com/watch?v=ILiX9gGd0Ik</a> Evidence-Based Practices	<b>Quiz #1</b>  <b>Research Project Checkpoint #1: Introduce your topic</b>
Session III October 23 - 29	<b>Chapters 4 &amp; 5</b> Working with Families of Children with ASD Environmental Planning	<b>Discussion #2</b>  <b>Work on Parent Interviews</b>
Session IV October 30 – November 5	<b>Chapters 6 &amp; 7</b> Principles of ABA Comprehensive Behavior Interventions	<b>Quiz #2</b>  <b>Research Project Checkpoint #2: Annotated Bibliography/Review of Literature</b>
Session V November 6 - 12	<b>Chapters 8 &amp; 9</b> Teaching Students w/ASD to Communicate Social Challenges of Youth and Children w/ASD	<b>Discussion #3</b>  <b>Parent Interviews</b>
Session VI November 13 - 19	<b>Chapters 10 &amp; 11</b> Academic and Functional Skills Sensory Integration	<b>Chapters 10 &amp; 11</b> Academic and Functional Skills Sensory Integration

Give Thanks	<b>November 20 - 25 (Monday – Saturday)</b> <b>Fall Break – NO assigned/work due</b>	
Session VII November 27 – Dec. 1 (or later)	<b>Chapters 12 &amp; 13</b> Assistive Technology Transition & Adulthood	<b>Final Research Project</b> <b>CEC Standards - Based Course Reflection</b>

**VII.  
Special  
Considerations  
and/  
or**

### Features of the Class

- A. Instructional Methods: PowerPoints, discussion board, videos, 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, 6th Edition or later 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 and documents.
- 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.
- F. 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.
- G. 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>
2. Excellent website on all things SPED law.  
<http://wrightslaw.com>
3. 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)
2. Another generally excellent website for all things special education.  
<http://www.greatschools.org/special-education.topic?content=1541>
3. Learning Disability Association of America;  
<http://www.ldanatl.org>
4. National Center for Learning Disabilities  
<http://www.nclld.org>
5. Council for Exceptional Children  
<http://www.cec.sped.org>
6. Alphabet Soup: Disability-Related Acronyms  
[www.disabilityresources.org/ABC.html](http://www.disabilityresources.org/ABC.html)
7. The Autism Society of America  
<http://www.autism-society.org/site/PageServer>
8. Autism Speaks  
<http://www.autismspeaks.org>
9. A good website for basic information, aimed at parents, but helpful for teachers, too.



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

10. Links to all kinds of websites related to Autism and other special needs  
<http://trainland.tripod.com/educatio.htm>
11. A special education web site for teachers focused on Autism and Autism teaching strategies.  
<http://www.tinsnips.org>
12. Basic information for teaching students with Autism- some good info/some not so good.  
<http://www.autismteachingtools.com>
13. Information about the TEACCH concept, plus general information.  
<http://www.teacch.com>
14. Links to websites dedicated to teaching students with Autism:  
<http://www.angelfire.com/pa5/as/asteachersites.html>
15. National Education Association links for teachers related to Autism.  
<http://www.nea.org/neaoday/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>, retrieved October 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>

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

Nonverbal Learning Disabilities: <http://www.NLDline.com> and <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* (2<sup>nd</sup>ed.). 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	1a, 1b, 1c, 1d	4a, b, c, d, e, h	3.0, 3.1, 3.2, 3.3, 5.0

and cultural backgrounds.			
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
<b>Total Points</b>	<b>1700 points</b>

## **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/> **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.



**I. Instructor Information**

**A. Dr. LaToshia Woods  
Assistant Professor of Reading**

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

**B. Office Location & Hours**

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

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

**C. Contact Information Email:**

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

**II. Readings**

**A. 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.

**B. 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 Office](#).

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.

### **III. 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.

### **IV. Prerequisites**

There are no prerequisites for this course.

### **V. Course Objectives**

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

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

### **VI. Course Goals**

Through his or her assignments, candidates will:

- A. Read selections from the required text and additional supplemental articles.
- B. Complete discussion postings via Blackboard.
- C. 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.
- D. Review video resources pertaining to literacy cognition.
- E. Complete an Advocation for Best Practices in Emergent Literacy position paper.

## VII. Standards Alignment

### A. 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.

### B. InTASC Standards Alignment

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

<b>Course Goals</b>	<b>TESS Linkages</b>	<b>ATS Linkages</b>
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	1 (b), 4(d)	3(a),

environment for young learners.		
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)

C. 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.*

- D. 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](#)
  
- E. 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 <ul style="list-style-type: none"><li>• Phonological (speech sound) processing</li><li>• Orthographic (print) processing</li><li>• Semantic (meaning) processing</li><li>• Syntactic (sentence level) processing</li><li>• Discourse (connected text level) processing</li></ul>
1.2	Understand and explain other aspects of cognition and behavior that affect reading and writing, such as <ul style="list-style-type: none"><li>• Attention</li><li>• Perception</li><li>• Recognition</li><li>• Identification</li><li>• Memory</li><li>• Executive Function</li><li>• Processing Speed</li><li>• Recall<ul style="list-style-type: none"><li>o Graphomotor control</li><li>o Fluency</li></ul></li></ul>
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 <ul style="list-style-type: none"><li>• Oral language (semantic, syntactic, pragmatic, morphological)</li><li>• Phonological skill</li><li>• Printed word recognition</li><li>• Decoding</li><li>• Spelling</li></ul>

	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Reading comprehension</li> <li>• Written expression</li> </ul>
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: <ul style="list-style-type: none"> <li>• Symbol / sound association</li> <li>• Morphophonemic variations</li> <li>• Syllable types</li> </ul>
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.

## VIII. Course Policies and Logistics

### A. 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

**B. 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.*

**C. 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.*

**D.** 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.

**E.** Instructor Response Time

Expect responses to emails from me within 24 hours Monday through Friday and within 48 hours Saturday through Sunday. Please *do 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.

**F.** 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).

**G.** 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.

**H. 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.

**IX. 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)**

**X. 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**

**XI. 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

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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.

### **XII. 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](#) (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.

[\(http://www.astate.edu/a/disability/faculty-resources/\)](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

Code #

## Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

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

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

Gwendolyn L. Neal	2/2/2015	Joanna Grymes	2/2/2015
<b>Department Curriculum Committee Chair</b>		<b>COPE Chair (if applicable)</b>	

Steve Bounds	2/2/2015	Mary Jane Bradley	2/2/2015
<b>Department Chair:</b>		<b>Head of Unit (if applicable)</b>	

Wayne W. Wilkinson	2/2/2015	<input type="text" value=""/>	<input type="text" value="ENTER DATE"/>
<b>College Curriculum Committee Chair</b>		<b>Undergraduate Curriculum Council Chair</b>	

Mary Jane Bradley	2/2/2015	<input type="text" value=""/>	<input type="text" value="ENTER DATE"/>
<b>College Dean</b>		<b>Graduate Curriculum Committee Chair</b>	

<input type="text" value=""/>	<input type="text" value="ENTER DATE"/>	<input type="text" value=""/>	<input type="text" value="ENTER DATE"/>
<b>General Education Committee Chair (If applicable)</b>		<b>Vice Chancellor for Academic Affairs</b>	

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

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

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


### Bulletin Changes

### Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> 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 →  Format Painter, and selecting the text you would like to apply the change to. Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

N/A

**LETTER OF NOTIFICATION – 13  
EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY**

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

**Definitions**

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

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

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

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

**PROGRAM INFORMATION**

8. Program summary/justification for offering program by distance technology:

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

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

9. All courses taught by regular faculty members

**M.S.E Special Education K-12**

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

36 Hours

10. 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.

Commented [HK1]: I am not sure what is Item #9 is.

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

12. For existing courses that will be offered by distance technology (for the first time), provide the course syllabus for each of these courses for the certificate/degree program and indicate the maximum class size for each distance course.

*Please see Appendix A for syllabi. Maximum class size is 999 students for all courses in program.*

13. If new courses will be added, provide the list of new courses (proposed course number/title) and the new course descriptions for the certificate/degree.

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

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

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

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

14. **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

Commented [HK2]: Maximum class size is 999 students for all courses in program.



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

15. Provide the percentage of the program that is offered via distance (50%, 75%, etc.).

100%

16. 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.*

17. 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.

18. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) **Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program.** Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.

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

19. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

*This program is a revision/update of the old P-4 and 4-12 Instructional Specialist in Special Education so*

**Commented [HK3]:** Do the order of the course matter here? #9 is not adequate if that is the case.

**Commented [HK4]:** What is AOS specifically?

**Commented [HK5]:** I do not know what these are. Is this done by the Arkansas Department of education? Then, it should be written that way.

**Commented [HK6]:** Same as above

*most costs are already in place. For summer classes, faculty will be paid for courses according to ASTATE summer salary guidelines (a rate of 13.88% of the preceding nine-month faculty salary).*

20.  
21.

Provide institutional curriculum committee review/approval date for proposed distance technology program.

Commented [HK7]: 20 missing?

Spring 2015

22.

Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]

The department curriculum committee, college curriculum committee, COPE, and graduate council has been notified of the continuation of this program as 100% online delivery

23.

Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Appendix A



School of Teacher Education and Leadership

## ELSE 6013 Contemporary Issues in Special Education

### I. Course Information

ELSE 6013 Contemporary Issues in Special Education

Professor: Gwendolyn Neal, Ed. D.

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

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

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

### Textbook(s) Readings

#### A. Primary Text:

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

## II. Purpose and Goals of the Course

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

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

## 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:

### A. Linkage to CEC Standards / AR Teacher Competencies Grades K-12 / Praxis II

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

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

#### Standard 2: Learning Environments

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

#### Standard 3: Curricular Content Knowledge

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

- 3.2 Ability to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (PR.3)
- 3.3 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities. (PR.3)
- 3.4 Knowledge of English/Language Arts/Literacy for learners with exceptionalities including: Teaching Reading, Using Literacy Assessment and Intervention; Teaching Child and Adolescent Literature, Teaching Integrated Language Arts. (PR.3)
- 3.7 Knowledge of Social Science for learners with exceptionalities (PR.3)

**Standard 4: Assessment**

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

**Standard 5: Instructional Planning and Strategies**

- 5.1 Ability to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (PR.2)
- 5.2 Ability to use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (PR.2)
- 5.4 Ability to use strategies to enhance language development and communication skills of individuals with exceptionalities. (PR.2)

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

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

B. Linkage to Teacher Excellence Support System (TESS):

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>  <ul style="list-style-type: none"> <li>Content knowledge</li> <li>Prerequisite relationships</li> <li>Content pedagogy</li> </ul> </p> <p><b>1b Demonstrating Knowledge of Students</b>  <ul style="list-style-type: none"> <li>Child development</li> <li>Learning process</li> <li>Special needs</li> <li>Student skills, knowledge, and proficiency</li> <li>Interests and cultural heritage</li> </ul> </p> <p><b>1c Setting Instructional Outcomes</b>  <ul style="list-style-type: none"> <li>Value, sequence, and alignment</li> <li>Clarity</li> <li>Balance</li> <li>Suitability for diverse learners</li> </ul> </p> <p><b>1d Demonstrating Knowledge of Resources</b>  <ul style="list-style-type: none"> <li>For classroom</li> <li>To extend content knowledge</li> <li>For students</li> </ul> </p> <p><b>1e Designing Coherent Instruction</b>  <ul style="list-style-type: none"> <li>Learning activities</li> <li>Instructional materials and resources</li> <li>Instructional groups</li> <li>Lesson and unit structure</li> </ul> </p> <p><b>1f Designing Student Assessments</b>  <ul style="list-style-type: none"> <li>Congruence with outcomes</li> <li>Criteria and standards</li> <li>Formative assessments</li> <li>Use for planning</li> </ul> </p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>  <ul style="list-style-type: none"> <li>Teacher interaction with students</li> <li>Student interaction with students</li> </ul> </p> <p><b>2b Establishing a Culture for Learning</b>  <ul style="list-style-type: none"> <li>Importance of content</li> <li>Expectations for learning and behavior</li> <li>Student pride in work</li> </ul> </p> <p><b>2c Managing Classroom Procedures</b>  <ul style="list-style-type: none"> <li>Instructional groups</li> <li>Transitions</li> <li>Materials and supplies</li> <li>Non-instructional duties</li> <li>Supervision of volunteers and paraprofessionals</li> </ul> </p> <p><b>2d Managing Student Behavior</b>  <ul style="list-style-type: none"> <li>Expectations</li> <li>Monitoring behavior</li> <li>Response to misbehavior</li> </ul> </p> <p><b>2e Organizing Physical Space</b>  <ul style="list-style-type: none"> <li>Safety and accessibility</li> <li>Arrangement of furniture and resources</li> </ul> </p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b>  <ul style="list-style-type: none"> <li>Accuracy</li> <li>Use in future teaching</li> </ul> </p> <p><b>4b Maintaining Accurate Records</b>  <ul style="list-style-type: none"> <li>Student completion of assignments</li> <li>Student progress in learning</li> <li>Non-instructional records</li> </ul> </p> <p><b>4c Communicating with Families</b>  <ul style="list-style-type: none"> <li>About instructional program</li> <li>About individual students</li> <li>Engagement of families in instructional program</li> </ul> </p> <p><b>4d Participating in a Professional Community</b>  <ul style="list-style-type: none"> <li>Relationships with colleagues</li> <li>Participation in school projects</li> <li>Involvement in culture of professional inquiry</li> <li>Service to school</li> </ul> </p> <p><b>4e Growing and Developing Professionally</b>  <ul style="list-style-type: none"> <li>Enhancement of content knowledge and pedagogical skill</li> <li>Service to the profession</li> </ul> </p> <p><b>4f Showing Professionalism</b>  <ul style="list-style-type: none"> <li>Integrity/ethical conduct</li> <li>Service to students</li> <li>Advocacy</li> <li>Decision-making</li> <li>Compliance with school/district regulations</li> </ul> </p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b>  <ul style="list-style-type: none"> <li>Expectations for learning</li> <li>Directions and procedures</li> <li>Explanations of content</li> <li>Use of oral and written language</li> </ul> </p> <p><b>3b Using Questioning and Discussion Techniques</b>  <ul style="list-style-type: none"> <li>Quality of questions</li> <li>Discussion techniques</li> <li>Student participation</li> </ul> </p> <p><b>3c Engaging Students in Learning</b>  <ul style="list-style-type: none"> <li>Activities and assignments</li> <li>Student groups</li> <li>Instructional materials and resources</li> <li>Structure and pacing</li> </ul> </p> <p><b>3d Using Assessment in Instruction</b>  <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Monitoring of student learning</li> <li>Feedback to students</li> <li>Student self-assessment and monitoring</li> </ul> </p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>  <ul style="list-style-type: none"> <li>Lesson adjustment</li> <li>Response to students</li> <li>Persistence</li> </ul> </p>

www.danielsongroup.org

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

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

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

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Domain 3: Instruction: 3a through 3e

Domain 4: Professional Responsibilities: 4a through 4f

**C. Diversity Related CEC Standards**

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

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

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

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

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

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



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

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

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

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

- 1.2.b Promotes and applies ethical and legal standards in decision-making.
- 1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.
- 2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.
- 2.2.a Plans and creates experiences that help all students learn.
- 2.2.b Demonstrates ability to build collaborative relationships among schools, families, and communities.
- 2.3.a Values and respects individuals and their differences.
- 2.3.b Believes all students can learn.
- 3.2.c Selects and develops strategies and technologies, based on research and experience, to help all students learn.

3.2.d Reflects to enhance professional practice.

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

4.2.a Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.

4.2.b Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

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

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

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

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

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

2G. Maximize time spent on quality instruction

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

**IV. Course Assessment and Performance Measures**

Performance Indicators

A. Students will have a variety of activities that require them to collaborate with peers and individuals in the school and community.

1. **Field-Based Activity: (2 @ 50 points ea.)** – To increase students' awareness and understanding of the specific strategies and techniques used to address various issues

faced by students with disabilities. These activities are designed help prepare teachers to recognize the learning and behavioral needs of their students, utilize effective assessment techniques, analyze data to plan evidence-based instructional strategies, and continually monitor student progress. CEC Linkage: Standard: 6

2. **Subject Specific Plans Project: (3 @ 100 pts. each)** -- Students will design three content specific lesson plans that could be taught in an inclusive classroom and/or within a resource class. The project must delineate the specific roles of each teacher and include accommodations for students with varying disabilities. CEC Linkage: Standards: 1, 2, 3, 5, 6, 7
  
3. **Chapter Quizzes: (2 @ 90 points)** -- Students will complete two quizzes. These activities are used to assess your foundational knowledge of methods; strategies and planning that allows you to plan, teach, and engage effectively in your classroom. CEC Linkage: Standards 1, 2, 6, 7
  
4. **Two Online Discussion Board Assignments: (10 pts. each):** The discussion topics posted are intended to promote additional thinking about the ideas related to the assigned readings. Students will respond to reflective prompts concerning their experiences with teaching students with learning and behavior difficulties. These prompts will allow students to reflect on assessment and instructional strategies that relate to reading, writing, and mathematics. The discussion will also serve to answer your questions and expand on issues covered in class. The student will log into the course discussion forum, post a thoughtful initial response to the question or topic, and then engage in an interactive exchange. It is important to dialogue with classmates in a timely manner throughout the posting interval. It is expected that you will post on more than one day to stay engaged. Expressing a diversity of opinions is encouraged during discussions. We learn the most when we keep an open mind to new ideas and really listen to and consider different points of view. It is important to keep all debates scholarly; and communicate in a respectful, civil manner. CEC Linkage: 6, 7
  
5. **Personal Introduction Blog (10 points):** Since this is an online course and we are communicating at a distance, this activity is designed to help create a supportive learning environment and a sense of community. Please post an introduction of yourself to the rest of the class on the discussion blog. Feel free to share information about yourself, your family, your professional goals, course expectations, etc.

6. **Weekly Critical Response Journal (6 @ 20 points each)** – Your journal is designed for you to reflect on your leadership role as a culturally proficient educator. Throughout the course, students will respond to reflective prompts concerning their experiences with special education in education from a learner's/educator's perspective. The purpose of the reflective journal assignment is to provide a way for you to show achievement of course objectives, demonstrate understanding of assigned readings, individual learning goals, and your critical thinking. In the reflective journal, students demonstrate analysis and evaluation of the key concepts of the course as they relate to educating students with special needs. *All content in the journals is considered to be confidential between the instructor and the student.* Keeping a reflective learning journal is a useful means to ensure that you get the most out of this self-study course. Journal entries should be a critical reflection of what you learned, what helped you learn, what this learning meant to you, and how you might apply this expanded understanding in your teaching and future leadership.

#### V. Evaluation Procedures:

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

##### A. Grades

A = 90-100%

B = 80-89%

C = 70-79%

F = Below 70%

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

- B. **Late Submission Policy:** Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a "serious

extenuating circumstance.”

## VI. Course Outline

<b>Week 1</b>	<p>Approaches to Learning and Teaching</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"><li>1. Recognize characteristics of students with learning disabilities as well as those with behavior disorders.</li><li>2. Learn the multiple ways in which individuals with learning disabilities are identified.</li><li>3. Be able to complete an individualized education program (IEP) on a target student with disabilities.</li><li>4. Explain applied behavioral analysis and how teachers can use it in classrooms to increase desirable behaviors and decrease undesirable behaviors.</li></ol> <p>Video</p> <ul style="list-style-type: none"><li>• Course Introduction</li></ul> <p>Readings</p> <ul style="list-style-type: none"><li>• Chapters 1 and 2</li></ul> <p>Blog</p> <ol style="list-style-type: none"><li>5. Posting of Personal Introduction</li></ol> <p>Discussion Forum</p> <ol style="list-style-type: none"><li>6. Provide an overview of how teachers can use cognitive strategy instruction (CSI) to teach academic, cognitive, or social skills.</li></ol>
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	<p>Assignments</p> <p>7. Journal Entry 1</p>
<b>Week 2</b>	<p>Response to Intervention and Multi-tier System of Supports</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Describe the Response to Intervention (RTI) model and multi-tier system of supports.</li> <li>2. Describe universal screening and how it fits into RTI.</li> <li>3. List the components and implementation practices associated with the multi-tier systems of support.</li> <li>4. Identify the roles and responsibilities of a teacher in an RTI system.</li> </ol> <p>Readings</p> <ul style="list-style-type: none"> <li>• Chapters 3</li> </ul> <p>Assignment</p> <ul style="list-style-type: none"> <li>• Journal Entry 2</li> <li>• Field Based Activity: RTI Observation and Interview</li> </ul>
<b>Week 3</b>	<p>Managing Behavior</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Describe the classroom management and positive behavioral support (PBS) teachers can effectively implement to promote prosocial behavior.</li> <li>2. Summarize the purpose and procedures of developing an effective functional behavioral assessment (FBA).</li> <li>3. Identify students with social difficulties, and classify the students who need intervention.</li> <li>4. Describe procedures for arranging the instructional environment of the classroom to promote appropriate</li> </ol>

	<p>behavior.</p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Chapter 4</li> </ul> <p>Assignment</p> <ul style="list-style-type: none"> <li>• Exam #1 (Chapters 1-4)</li> <li>• Journal Entry 3</li> </ul>
<p><b>Week 4</b></p>	<p>Co-teaching and Collaboration</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Identify some of the challenges of working in inclusive settings.</li> <li>2. Distinguish among the three major models for consultation and collaboration.</li> <li>3. Describe the principles of communication, and give examples of how teachers can communicate with parents and professionals.</li> <li>4. Analyze the role of the special education teacher's role as a consultant to general education teachers, and identify potential barriers to successful inclusion.</li> <li>5. Summarize the teacher's role in addressing the needs of the entire family.</li> </ol> <p>Readings</p> <ul style="list-style-type: none"> <li>• Chapter 5</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Journal Entry 4</li> <li>• Field-Based Activity #2: Behavior and Learning Difficulties:</li> </ul>

	Observation, Analysis, and Application
<b>Week 5</b>	<p>Assessing and Teaching Reading</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Describe the two overarching constructs that guide reading instruction.</li> <li>2. Compare explicit and implicit code instruction and when you might use each.</li> <li>3. Identify an assessment that can be used for monitoring students' fluency, and briefly describe procedures for using and interpreting the data. Then list ways in which fluency data assists teachers in monitoring students' progress. Describe two or more approaches to improving fluency with students with reading difficulties.</li> <li>4. Describe the assessment and instructional components needed in a reading comprehension program.</li> <li>5. Describe reading comprehension, including several teaching practices associated with improved comprehension.</li> </ol> <p>Readings</p> <ul style="list-style-type: none"> <li>• Chapters 7 &amp; 8</li> </ul> <p>Assignment</p> <ul style="list-style-type: none"> <li>• Journal Entry 5</li> <li>• Reading Lesson Plan</li> </ul>
<b>Week 6</b>	<p>Assessing and Teaching Language Arts</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Identify assessment and instructional practices associated with improved writing outcomes for students with learning and behavior problems.</li> <li>2. Describe the critical features of spelling assessment and instruction for students with learning and behavior problems.</li> <li>3. Describe how teachers adapt textbooks, lectures, assignments,</li> </ol>



	<p>homework, and tests to meet the needs of students with learning and behavior problems.</p> <p>4. List the three types of study skills, and provide a rationale for why they are important to learning.</p> <p>Readings</p> <ul style="list-style-type: none"> <li>• Chapters 9&amp; 10</li> </ul> <p>Discussion Forum</p> <ul style="list-style-type: none"> <li>• Assessment and instructional practices associated with improved writing outcomes for students with learning and behavior problems.</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Language Arts Lesson Plan</li> <li>• Discussion Board #2</li> <li>• Exam #2: Chapters 7-10</li> </ul>
<b>Week 7</b>	<p>Assessing and Teaching Mathematics</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Identify factors that influence math success.</li> <li>2. Describe progress monitoring and assessment practices in mathematics.</li> <li>3. Explain the pre-number skills and numeration concepts students need to progress in arithmetic.</li> <li>4. List factors contributing to difficulties with problem solving, and describe how teachers can assist students in learning problem-solving strategies.</li> <li>5. Articulate how math interventions can be used to improve students' performance.</li> </ol>

	<p>Readings</p> <ul style="list-style-type: none"> <li>• Chapter11</li> </ul> <p>Discussion Forum</p> <ul style="list-style-type: none"> <li>• Toward a More Pluralistic Perspective</li> </ul> <p>Assignment</p> <ul style="list-style-type: none"> <li>• Math Lesson Plan</li> <li>• Journal Entry #6</li> </ul>
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**VII. Special Considerations and/or Features of the Course**

- A. Students are required to utilize Live-Text for portfolio construction.
  
- B. 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.
  
- C. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism

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

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

**IX. References**

- Algozzine, B., Wang, C., & White, R. (2012). Effects of multi-tier academic and behavior instruction on difficult-to-teach students. *Exceptional Children, 79*(1), 45-64.
- Bennett, D. J., & Fisch, A. A. (2013). Infusing coteaching into the general education field experience. *Interdisciplinary Journal of Teaching & Learning, 3*(1), 18-36.
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- Conklin, K. P. (2012). Making the case for coteaching – the evidence-based way. *Knowledge Quest, 40*(4), 46-49.
- Carbonneau, K. J., Marley, S. C., & Selig, J. P. (2013). A meta-analysis of the efficacy of teaching mathematics with concrete manipulatives. *Journal of Educational Psychology, 105*(2), 380-400.
- Larson, L., Dixon, T., & Townsend, D. (2013). How can teachers increase classroom use of academic vocabulary? *Voices from the Middle, 20*(4), 16-21.
- Lynass, L., Tsai, S., & Richman, T. D. (2012). Social expectations and behavioral indicators in school-wide positive behavior supports: A national study of behavior matrices. *Journal of Positive Behavior Interventions, 14*(3), 153-161.
- Neddenriep, C. E., Fritz, A. M., & Carrier, M. E. (2011). Assessing for generalized improvements in reading comprehension by intervening to improve reading fluency. *Psychology in the Schools, 48*(1), 14-27.
- Newman, R. L., Jared, D., & Haigh, C. A. (2012). Does phonology play a role when skilled readers read high-frequency words? Evidence from ERPs. *Language and Cognitive Processes, 27*(9), 1361-1384.

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

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

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

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

Arkansas State University  
College of Education and Behavioral Science  
Department of Educational Leadership, Curriculum, and Special Education  
ELSE 5043 Educational Diagnosis and Assessment  
Summer 2018

**Instructor:** Dr. Kimberley Davis  
Course: Monday 10am-12:50 pm, Education and Leadership Studies, 216  
Office: Education and Leadership Studies, 212  
Office hours: MTW 9am-10am; 1pm-2pm  
Office phone: 870-972-3607  
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**Textbook(s)/Readings**

Primary Texts:

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

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

Supplemental Text:

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

Assigned Readings: Posted to Blackboard

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

**PROCTORU**

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

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

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

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

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

**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	ATS linkage	CEC Linkage
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	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	100

plan and submitting an individually graded written report.	
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/> **Purdue University Online Writing Lab, Avoiding Plagiarism**

#### **Attendance Policy**

University Policy from the Current Bulletin:

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

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

#### **Late Submission Policy:**

Except in cases of serious extenuating circumstances, tardy work will not be accepted.

Instructional assistants and/or the course professor will determine if the excuse for late work rises to the level of being a "serious extenuating circumstance." Extenuating circumstances do NOT

include forgetting, technical difficulties or running out of time. The evaluation of an extenuating circumstance is judged on a case-by-case basis. Documentation MUST be provided within a 48-hour period.

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

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

### Course Outline

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

## ELSE 6023 Characteristics of Individuals with Disabilities

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

#### I. 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>

#### II. Textbook Readings

##### A. Primary Text:

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

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

#### **B. 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.

#### **III. 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

#### **IV. Standards Linkage:**

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

<b>Standard #1: Learner Development and Individual Learning Differences</b>	
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.	
<b>Key Elements</b>	
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.
<b>Standard #2: Learning Environments</b>	
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.	
<b>Key Elements</b>	
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.
<b>Standard #3: Curricular Content Knowledge</b>	
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	
<b>Key Elements</b>	
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.
<b>Standard #4: Assessment</b>	
4.0 Beginning special education professionals use multiple methods of assessment and data sources in making education decisions.	
<b>Key Elements</b>	
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.

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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.
<b>Standard #5: Instructional Planning and Strategies</b>	
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	
<b>Key Elements</b>	
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	<b>Standard #6 Professional Learning and Ethical Practice</b> 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.
<b>Key Elements</b>	
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	<b>Standard #7: Collaboration</b> 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.
	<b>Key Elements</b>
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.

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

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

<b>STANDARD #1:</b> 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
<b>STANDARD #3:</b> 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
<b>Standard #4:</b> 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

**C. 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.

A. **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 2<sup>nd</sup> 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

8. **Parent Verification Form** (10 points). Proof of parental consent to observe student(s).
9. **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

B. Grading Scale:

A = 90 -100%

B = 80 - 89%

C = 70 -79%

F = below 60%

C. 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**

- A. Instructional Methods: Lectures, discussion board, case studies, and field-based activities

- are employed to increase learning and accommodate a variety of learning styles.
- B. Students are required to complete 20 clock hours of internship activities that are concomitant to course assignments.
  - C. 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.)
  - D. Students are required to utilize LiveText for portfolio construction and to post other assignments as noted.
  - E. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
  - F. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

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

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

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

- Allen, K.E., & Marotz. (2007). *Developmental profiles: Pre-birth through twelve* (5<sup>th</sup> Ed.). Clifton Park, NY: Thomson-Delmar Learning.
- Alper, S.K., Schloss, P.J., & Schloss, C.N. (1994). *Families of students with disabilities: Consultation and advocacy*. Boston, MA: Allyn & Bacon.
- Carta, J., Greenwood, C., Walker, D., & Buzhardt, J. (2010). *Monitoring progress and improving intervention for infants and young children*. Baltimore, MD: Brookes Publishing.
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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. *Brazilian Journal of Infectious Diseases*, 11, 496-506.
- Orellove, F.P., Sobsey, D., & Silberman, R.K. (2007). *Educating children with multiple disabilities: A collaborative approach* (4<sup>th</sup> 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*. (2<sup>nd</sup> Ed.). Baltimore, MD: Brookes Publishing.
- Smith, T.E., Gartin, B.C., Murdick, N.L., & Hilton, A. (2006). *Families and children with special needs: Professional and family partnerships*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (5<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Arkansas State University  
College of Education and Behavioral Science  
Department of Educational Leadership, Curriculum and Special Education  
ELSE 6053– Educational Procedures for Individuals Mild Disabilities  
Fall 2017

**Instructor:** Dr. Jacques D. Singleton  
Office: Educational Leadership Building 213

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

Phone: (870) 972-3062

Fax: (870) 680-8130

E-mail: [jsingleton@astate.edu](mailto: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* (5<sup>th</sup> or 6<sup>th</sup> 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

- 1.0 Learner Development and Individual Learning Differences
- 2.0 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-	2a, 2b	3a,3b,3c,3h	2.0

determination			
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
<p><b>Scenario Assignment</b> (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.</p> <p>Specifically, your assignment for this week is to:</p> <ol style="list-style-type: none"> <li>Describe IDEA in an opening paragraph; including what the main principles are and why they are important.</li> <li>Read the scenario provided, out of the principles provided below identify which principle(s) of IDEA is violated in each scenario.</li> <li>Use your Week 1 reading, power points, and lecture to provide a rationale (explain why) that justifies your reasoning for choosing the principle.</li> <li>In each of your rationales you are to provide a citation from the power points, your book or other scholarly sources. A "<i>citation</i>" 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.  <a href="https://www.google.com/search?q=what+is+a+citation&amp;ie=utf-8&amp;oe=utf-8">https://www.google.com/search?q=what+is+a+citation&amp;ie=utf-8&amp;oe=utf-8</a></li> <li>Type your answers in the boxes provided.</li> </ol>	20
<p><b>Educating Peter-</b> (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.</p>	20

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<p>Specifically, your assignment for this module is to:</p> <ol style="list-style-type: none"> <li>a. Watch YouTube videos links of Educating Peter.</li> <li>b. Write an essay to include the following:</li> <li>c. Describe IDEA <b>and</b> the 6 core principles.</li> <li>d. Tell what the advantages and disadvantages of inclusive practices are.</li> <li>e. Write a 300 word reflection as if you were the teacher in the classroom,</li> <li>f. Write a 300 word reflection as if you are a parent of a child in the classroom.</li> <li>g. 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.</li> </ol>	
<p><b>F.A.T. City</b> (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.</p> <p>After watching the video, you will complete an essay describing what you observed on the video. In this essay, you will provide:</p> <ul style="list-style-type: none"> <li>• An introduction, including an <b>overview</b> of what the video presentation was about. What does F.A. T. mean?</li> <li>• A <b>detailed</b> description of the setting.</li> <li>• A <b>detailed</b> description of the participants.</li> <li>• A <b>thorough</b> discussion of the activities.</li> <li>• Your personal reaction to the video: <ul style="list-style-type: none"> <li>○ What parts of the video impacted you the most?</li> <li>○ In the video what was considered "fair"?</li> <li>○ Did the video definition of fairness change your opinion of the meaning of the term? Explain.</li> <li>○ Describe other information you learned and if you felt the video was worthwhile.</li> </ul> </li> <li>• 4-5 pages, double-spaced type, one-inch margins, Times New Roman font, 12-point type with proper grammar, punctuation, and spelling.</li> </ul>	20

<p><b>Assignment: Lesson Plan – Learning Disability</b> (Summative) - <b>ALWAYS</b> read the rubric first to see what you have to have included in the assignment.</p> <p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow the lesson plan template provided. Make sure you provide <b>detailed answers</b> throughout each section of the lesson plan.</li> <li>• Include your state standards that match your objectives. Write the standard out so that we can verify it matches.</li> </ul> <p>Part 2: In an essay form write the following information.</p> <ul style="list-style-type: none"> <li>• Define the term learning disability as described by IDEA.</li> <li>• List the 13 signs of a student with learning disabilities.</li> <li>• 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.</li> </ul>	20
<p><b>Self-Management Strategy</b> (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.</p> <p><b>DIRECTIONS:</b></p> <ul style="list-style-type: none"> <li>• Choose a student in your classroom (change his/her name) that needs to change a behavior.</li> <li>• Refer to Chapter 8 in the textbook and review Teaching Self-Management Skills.</li> <li>• 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.</li> <li>• There will be NO APA style used in this assignment.</li> </ul>	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/> Purdue University Online Writing Lab, Avoiding Plagiarism

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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](mailto: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. 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).

14. 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**

- A. 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.

B. Arkansas Standards

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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.

C. 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

#### D. 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.

**A. 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:

(1) Paragraph describing the child (including family and school situation) and his disability.

(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]

**B. 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]

**C. 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]

**D. 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]

E. **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]

**F. 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 31<sup>st</sup>. 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.

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- 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.

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##### **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.

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#### **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.

Orellove, F. P., & Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach* (3<sup>rd</sup> 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* (3<sup>rd</sup> Ed.). Columbus: Prentice Hall.

Arkansas State University



School of Teacher Education and Leadership

## ELSE 5083 Collaboration for Special Education Service Delivery

### VII. Course Information

ELSE 5083 Collaboration for Special Education Service Delivery

Professor: Cindy M. Nichols, Ed. S.

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

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

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### Textbook(s) Readings

A. Primary Text:

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

### **VIII. Purpose and Goals of the Course**

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

### **IX. Course Objectives/Student Outcomes**

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

#### Course Objectives:

1. The student will be able to demonstrate knowledge of the roles and responsibilities of various stakeholders involved in the delivery of special education services.  
(CEC 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3; ATS 9,10; PR 5; TESS 4a,4c-f)
2. The student will be able to demonstrate knowledge of various models of collaboration and collaborative teaching.  
(CEC 1.1,1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8; 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3; ATS 1,2,3,4,5,7,8,9,10; PR 1,2,3, 5; TESS 1a-f, 2a-e, 3a-e, 4a-f)

3. The student will demonstrate knowledge of the special education process and collaborative practices within their local public school setting.

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

## **B. Linkage to CEC Standards**

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

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 1.1 Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

### **Standard 2: Learning Environments**

- 2.0 Beginning special education professionals create safe, inclusive, culturally, responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.



**Standard 3: Curricular Content Knowledge**

- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
  
- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
  
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
  
- 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**Standard 5: Instructional Planning and Strategies**

- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
  
- 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
  
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

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

- 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

**Standard 7: Collaboration**

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

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

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

***Arkansas Teaching Standards Website:***

[http://www.arkansased.org/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/Educator Prep/Arkansas Teaching Standards 2012.pdf](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf)

**Standard 1: Learner Development**

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

Standards: 1(b) through 1(j)

**Standard 2: Learning Differences**

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

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

**Standard 3: Learning Environments**

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

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

**Standard 4: Content Knowledge**

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

Standards: 4(a) through 4(n)

**Standard 5: Application of Content**

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

local and global issues.

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

**Standard 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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

**Standard 7: Planning for Instruction**

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

Standards: 7(a) through 7(q)

**Standard 8: Instructional Strategies**

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

Standards: 8(a) through 8(s)

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

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

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

**Standard 10: Leadership and Collaboration**

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

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

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

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

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

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

Domain 3: Instruction: 3a through 3e

Domain 4: Professional Responsibilities: 4a through 4f

**H. Diversity Related CEC Standards**

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

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

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

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

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

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

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

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

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

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

Content Area 1: Development and Characteristics of Learners

Content Area 2: Planning and Learning Environment

Content Area 3: Instruction

Content Area 4: Assessment

Content Area 5: Foundations and Professional Responsibilities

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

- 1.2.b Promotes and applies ethical and legal standards in decision-making.
- 1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.
- 2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.
  
- 2.2.a Plans and creates experiences that help all students learn.
  
- 2.2.b Demonstrates ability to build collaborative relationships among schools, families, and communities.
  
- 2.3.a Values and respects individuals and their differences.
  
- 2.3.b Believes all students can learn.
  
- 3.2.c Selects and develops strategies and technologies, based on research and experience, to help all students learn.
  
- 3.2.d Reflects to enhance professional practice.
  
- 4.1.a Understands the complexities of social systems that impact student learning.
  
- 4.2.a Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional



role.

4.2.b Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

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

#### **X. Course Assessment and Performance Measures**

##### Performance Indicators

- B. Students will have a variety of activities that require them to collaborate with peers and individuals in the school and community.
1. **Interviews: (Field Experience: 180 points)** -- Students will conduct interviews of the following: special education teacher, general education teacher, principal, parent of a child with a disability, a paraprofessional, and a related service provider. The interviews will focus on the perceptions that each have toward collaboration and special education service delivery. CEC Linkage: Standards: 6
  2. **Co-Teaching Project: (90 points)** -- Students will design three “mock” lesson plans that could be co-taught with a general classroom teacher within a content area subject. The project must delineate the specific roles of each teacher and include accommodations for students with varying disabilities. CEC Linkage: Standards: 1, 2, 3, 5, 6, 7
  3. **Paraprofessional Plan: (40 points)** -- Students will design a plan for collaborating with paraprofessionals within their classroom. The plan shall include: specific information on how the teacher will communicate expectations, paraprofessional training, and development of a job description for their paraprofessional. CEC Linkage: Standards: 6,7
  4. **Power Point Presentation: (Field Experience: 2 @ 70 points)** -- Students will develop a PowerPoint presentation . The topic will focus on the collaborative practices for special education service delivery in the student’s school district and community. The second presentation will focus specially on the barriers that make collaboration challenging. CEC Linkage: Standards 6,7
- C. **Chapter Quizzes: (50 points)** -- Students will complete chapter quizzes. These activities are

to encourage you to keep up in your readings.

CEC Linkage: Standards 1, 2 ,6, 7

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

CEC Linkage: 6,7

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

## **XI. Evaluation Procedures:**

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

### **A. Activities and Assignments**

Personal Introduction	10 points
Interviews	180 points
Co-Teaching Project	90 points
Paraprofessional Plan	40 points
Quizzes	50 points
Article Critiques	120 points
Power Point	140 points
<b>Total</b>	<b>630 points</b>

### **B. Grades**

A = 90-100%    567-630 points

- B = 80-89%      504-566 points
- C = 70-79%      441-503 points
- F = Below 70%   440 points and below

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

**VI. Course Outline**

Course Outline	
<b>Week 1</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Chapter 1 Foundations and Perspectives</i></li> <li>• <i>Chapter 5 Interpersonal Problem Solving</i></li> <li>• <i>Chapter 6 Teams</i></li> </ul> <p><b>Power Points</b></p> <ul style="list-style-type: none"> <li>• Chapters 1,5,6</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Special Education Teacher Interview</li> <li>• General Education Teacher Interview</li> <li>• Article Critique: Response to Intervention</li> <li>• Personal Introductions</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter Quiz 1 on Chapters 1,5,6</li> </ul> <p><i>All Week 1 activities due by Sunday midnight.</i></p>
<b>Week 2</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 Co-Teaching</li> <li>• Chapter 8 Consultation</li> <li>• Chapter 10 Para educators</li> </ul>

	<p><b>Power Points</b></p> <ul style="list-style-type: none"> <li>• Chapters 7,8,10</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Paraprofessional Interview</li> <li>• Paraprofessional Collaboration Plan</li> <li>• Article Critique: Working with Para-educators</li> <li>• Article Critique: Co-Teaching</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter Quiz 2 Chapters 7,8,10</li> </ul> <p><i>All Week 2 activities due by Sunday midnight.</i></p>
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<b>Week 3</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 11 Families</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Chapters 11</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Parents of a Special Needs Child Interview</li> <li>• Article Critique: Working With Families</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter Quiz 3 Chapter 11</li> </ul> <p><i>All Week 3 activities due by Sunday midnight.</i></p>
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<b>Week 4</b>	<p><b>Video</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 Interpersonal Communication</li> <li>• Chapter 3 Listening, Responding, and Giving Feedback</li> <li>• Chapter 4 Integrating Skills in Interviews</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Chapters 2-4</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Principal Interview</li> <li>• Related Service Provider Interview</li> </ul> <p><b>Assessments</b></p>
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	<ul style="list-style-type: none"> <li>• Chapter Quiz 4 Chapters 2-4</li> </ul> <p><i>All Week 4 activities due by Sunday midnight.</i></p>
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<b>Week 5</b>	<p><b>Video</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 Interpersonal Communication</li> <li>• Chapter 3 Listening, Responding, and Giving Feedback</li> <li>• Chapter 4 Integrating Skills in Interviews</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Chapters 2-4</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Co-Teaching Project: Lesson 1</li> <li>• Co-Teaching Project: Lesson 2</li> <li>• Co-Teaching Project: Lesson 3</li> </ul> <p><i>All Week 5 activities due by Sunday midnight.</i></p>
<b>Week 6</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 Difficult Interactions</li> <li>• Chapter 13 Perspectives and Issues</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Chapters 9,13</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter Quiz 5 on Chapters 9,13</li> </ul> <p><i>All Week 6 activities due by Sunday midnight.</i></p>
<b>Week 7</b>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• PowerPoint Presentation on Barriers to Collaboration</li> </ul> <p><i>All Week 7 activities due by Friday midnight.</i></p>

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

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

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

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#### **IX. References**

- Cook, L. & Friend, M. (2009). *Interactions: Collaboration skills for school professionals* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Dettmer, P., Dyck, N. & Thurston, L. (2011). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston, MA: Allen and Bacon.
- Erwin, E., Soodack, Shogren, K., L., Turnbull A., & Turnbull R. (2011). *Families, professionals, and exceptionality*. (6th ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.
- Villa, R. A., Thousand, J., Nevin, A. (2008). *A guide to co-teaching: Practical tips for facilitating student learning*. (2nd ed.). Thousand Oaks, CA: Corwin Press.

College of Education and Behavioral Science  
Department of Educational Leadership, Curriculum, and Special Education  
ELSE 6163 Positive Interventions and Support  
Spring, 2018

**Instructor:** Dr. Kimberley Davis  
Office: Education and Leadership Studies, 212  
Office hours: W 9am-12 noon  
Office phone: 870-972-3607  
Email: kimberleydavis@astate.edu

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

**Textbook(s)/Readings**

Primary Texts:

Storey, K., & Post, M. (2012). Positive behavior supports in classrooms and schools: *Effective and practical strategies for teachers and other service providers* (2<sup>nd</sup> 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](http://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](http://www.proctoru.com/testitout). On this page students will be able to test their equipment, learn about what to expect during the proctoring session and ask any questions about the proctoring process with a ProctorU representative. ProctorU technical support is also available via phone at 1-855-772-8678.

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

**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
<b>PBIS Project (Summative).</b> 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
<b>Part I: Functional Behavior Assessment.</b> 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
<b>Part II: Behavior Intervention Plan.</b> 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
<b>Part III: Intervention Implementation.</b> Graduate candidates will summarize the results of the interventions, provide recommendations, and reflect on their overall experiences	35
<b>Discussion Board (4 @ 20 = 80).</b> 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	80

Schools, Bullying Prevention, Intervention Strategies, and Behavior Reflection All discussion board forums are due on Wednesday (initial) and Friday (follow-up) of each week.	
<b>Final Reflection.</b> 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
<b>TOTAL</b>	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/> 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

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**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>

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**Textbook(s) Readings:**

**A. 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**

A. 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:

**A. 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)

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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.

**B. 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.

**C. Learning to Teach, Teaching to Learn (ASU Frameworks Linkage)**

1. Communication Skills. The teacher candidate demonstrates effective communication skills, including:
  - a. Utilization of Technological Practices as Identified in the ISTE Standards
  - b. Use of Standard English in Writing and Speaking
  - c. Adaptations to Diverse and Special Populations

2. Professionalism. The teacher candidate acts in a legal, professional, and compassionate manner, including:
  - a. Demonstration of Legal Disposition by utilizing skills within the frameworks of teacher/student rights, privacy/confidentiality, and liability
  - b. 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
  - c. Demonstration of a Compassionate Disposition by applying skills that provide evidence of kindness/empathy, trust, and an appreciation for diverse and exceptional learners.
3. Curriculum. The teacher candidate plans and implements best practices in the curriculum appropriate to students, grade level, content, and course.
4. Teaching Models. The teacher candidate demonstrates the knowledge of ability to apply an appropriate teaching model that is consistent with needs of student.
5. Classroom Management. The teacher candidate utilizes appropriate classroom management strategies.
6. Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
7. Reflective Teaching. The teacher candidate reflects on teaching and learning.
8. Subject Matter. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches 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

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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

**G. 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.

**A. 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.

**B. 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**

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**C. 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.

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**D. 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.

**E. 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**

**F. 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 is due in week 7

**G. Focus Questions: (20 points)** Questions from Chapter One are structured to assess students understanding of chapter objectives and main ideas.

**H. 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	<b>Chapter 1</b> Overview of Autism Spectrum Disorders	<b>Discussion #1</b> <b>Chapter One Focus Questions</b> <b>Introduction / personal reflection on ASD</b>
Session II October 16 - 22	<b>Chapters 2 &amp; 3</b> Assessment for Instructional Planning <a href="https://www.youtube.com/watch?v=ILiX9gGd0Ik">https://www.youtube.com/watch?v=ILiX9gGd0Ik</a> Evidence-Based Practices	<b>Quiz #1</b> <b>Research Project Checkpoint #1: Introduce your topic</b>
Session III October 23 - 29	<b>Chapters 4 &amp; 5</b> Working with Families of Children with ASD Environmental Planning	<b>Discussion #2</b> <b>Work on Parent Interviews</b>
Session IV October 30 –	<b>Chapters 6 &amp; 7</b> Principles of ABA	<b>Quiz #2</b> <b>Research Project Checkpoint #2: Annotated</b>

November 5	Comprehensive Behavior Interventions	<b>Bibliography/Review of Literature</b>
Session V November 6 - 12	<b>Chapters 8 &amp; 9</b> Teaching Students w/ASD to Communicate Social Challenges of Youth and Children w/ASD	<b>Discussion #3</b> <b>Parent Interviews</b>
Session VI November 13 - 19	<b>Chapters 10 &amp; 11</b> Academic and Functional Skills Sensory Integration	<b>Chapters 10 &amp; 11</b> Academic and Functional Skills Sensory Integration
Give Thanks	<b>November 20 - 25 (Monday – Saturday)</b> <b>Fall Break – NO assigned/work due</b>	
Session VII November 27 – Dec. 1 (or later)	<b>Chapters 12 &amp; 13</b> Assistive Technology Transition & Adulthood	<b>Final Research Project</b> <b>CEC Standards - Based Course Reflection</b>

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

A. I

Instructional Methods: PowerPoint

ts, discussion board, videos, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

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- B. 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.)
- C. Students are required to utilize LiveText for portfolio construction and documents.
- 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.

F. 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.

G. 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>
2. Excellent website on all things SPED law.  
<http://wrightslaw.com>
3. 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>

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1. Generally excellent website for all things special education.  
[www.ldonline.org](http://www.ldonline.org)
2. Another generally excellent website for all things special education.  
<http://www.greatschools.org/special-education.topic?content=1541>
3. Learning Disability Association of America;  
<http://www.ldanatl.org>
4. National Center for Learning Disabilities  
<http://www.nclld.org>
5. Council for Exceptional Children  
<http://www.cec.sped.org>
6. Alphabet Soup: Disability-Related Acronyms  
[www.disabilityresources.org/ABC.html](http://www.disabilityresources.org/ABC.html)
7. The Autism Society of America  
<http://www.autism-society.org/site/PageServer>
8. Autism Speaks  
<http://www.autismspeaks.org>
9. A good website for basic information, aimed at parents, but helpful for teachers, too.  
<http://www.autismeducation.net/index.htm>
10. Links to all kinds of websites related to Autism and other special needs  
<http://trainland.tripod.com/educatio.htm>
11. A special education web site for teachers focused on Autism and Autism teaching strategies.  
<http://www.tinsnips.org>
12. Basic information for teaching students with Autism- some good info/some not so good.  
<http://www.autismteachingtools.com>
13. Information about the TEACCH concept, plus general information.  
<http://www.teacch.com>
14. Links to websites dedicated to teaching students with Autism:  
<http://www.angelfire.com/pa5/as/asteachersites.html>

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15. National Education Association links for teachers related to Autism.  
<http://www.nea.org/neaoday/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>, retrieved October 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>  
*Comprehensive website addressing the research, funding and science behind ASD.*

Nonverbal Learning Disabilities: <http://www.NLDline.com> and  
<http://www.NLDontheweb.org>

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



School of Teacher Education and Leadership

#### **I. Course Information**

ELAD 6423 Special Education Law  
Instructor: Cindy Nichols  
Office: 233 Educational Leadership and Studies  
Phone: (870) 972-2916  
E-mail: cmnichols@astate.edu  
Virtual Office Hours: Wednesdays from 7:00 PM – 9:00 PM  
In Office Hours: T, W, Th. 10:00-3:00

#### **II. Textbook(s) Readings**

A. Primary Text:

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

B. Supplemental Text: None

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

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

B. The course objectives are as follows:

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

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

#### IV. Standards Linkage

##### A. ELCC Standards

- 5.3. Candidates make and explain decisions based upon ethical and legal principles.
- 6.1. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
- 6.3. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
- 6.3. Candidates apply their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.
- 6.3. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
- 7.2. Candidates participate in planned intern activities during the entire course of the program.
- 7.6. Candidates earn graduate credit for their intern experience.

##### B. Arkansas LEADS Standards

- 5C Safeguard the values of democracy, equity and diversity
- 6A Advocate for children, families, and caregivers
- 6C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

##### C. ELCC Standard Related to Diversity:

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

##### D. CEC Standards

Standard 6: Professional Learning and Ethical Practice

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

Standard 7: Collaboration

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

E. Strengthening and Enriching Learning Conceptual Framework

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

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

**V. Course Assessment and Performance Measures**

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

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

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

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

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

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

E. Grading Scale

A= 90-100%	425-475 points
B= 80-89%	378-424 points
C= 70-79%	330-377 points
F= 0-59%	0- 329 points

E. Late Submission Policy:

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

## VI. Course Outline

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

- Complete text based assignments and application

Week 2: Module 2 – The Process of Special Education

- Complete text based assignments and application

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

- Complete text based assignments and application

Week 4: Module 4 – Legal Issues in Behavior Management

- Complete text based assignments and application

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

- Complete text based assignments and application

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

- Complete text based assignments...No application assignment with this module

Week 7: Module 7 - Staff Development

- Complete the module staff development assignment; complete reflection

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

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

- A. Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.
- B. Students are required to complete field study activities that are concomitant to course assignments.
- D. Students are required to utilize Live-Text for portfolio construction.
- E. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
- F. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

## VIII. Procedures to Accommodate Students with Disabilities

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

## IX. PROCTORU

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

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

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

To create a ProctorU profile visit [go.proctoru.com](http://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](http://www.proctoru.com/testitout).



On this page students will be able to test their equipment, learn about what to expect during the proctoring session and ask any questions about the proctoring process with a ProctorU representative. ProctorU technical support is also available via phone at 1-855-772-8678.

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

## X. References

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

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

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

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

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

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

Shapiro, J. & Stefkovich, J. 2001. *Educational leadership and decision making: Applying theoretical perspectives to complex dilemmas*. Nawah, NJ: Lawrence Erlbaum Associates.

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

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

#### COURSE SCHEDULE

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

MODULE 1: DUE April 2

MODULE 2: DUE APRIL 2

MODULE 3: DUE APRIL 9

MODULE 4: DUE APRIL 16

MODULE 5: DUE APRIL 23

MODULE 6: DUE APRIL 30

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



School of Teacher Education and Leadership

CRN 13622 ELSE 6193 Laboratory Experience

Course Information:

ELSE 6193 – Laboratory Experience

Instructor: Cindy M. Nichols, Ed. S.

Office: 233 Educational Studies and Leadership Building

Phone: (870)972-2916

FAX: (870) 686-8130

Email: cmnichols@astate.edu

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

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

Textbook(s) Readings: None

Other Requirements: The candidate must pass the Special Education Praxis II exam before taking the Laboratory Experience course unless excused by academic advisor. Candidate must have purchased Livetext for portfolio submission. Candidate will be required to submit video recorded conferences and will need the equipment to do so. (Ex: Tablet, video camera, phone with video capability.)

II. Purpose and Goals of the Course

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

III. Course Objectives/Student Outcomes

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

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

1. Apply knowledge of assessment for the purpose of evaluating and analyzing test data from instruments administered to a target student with exceptionalities. (CEC 4.1,4.2,4.3,4.4, 4.5; ATS 6; PR4; TESS 1f, 3d)
2. Interpret and use the data from assessments for the purpose of writing an IEP for the target student. (CEC 4.2, 4.3, 4.4; ATS 6,7; PR 4; TESS 1f, 3d)
3. Construct lesson plans utilizing information from the IEP for the target student. (CEC 1.1,1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3,3.4,3.5,3.6,3.7; 5.1. 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8; ATS 1,2,3,4,5,7,8; PR 2,3; TESS 1a-f, 2a-e, 3a-e)
4. Investigate transition practices for students with exceptionalities within the local school district. (CEC Standards Linkage: 4.2, 4.3, 6.0, 6.1, 7.0,7.1, 7.3; ATS 6; PR4; TESS 1f, 3d)
5. Interpret summative evaluation results provided by the site-based mentor. (CEC 6.1, 6.2, 6.3; ATS 9, 10; PR 5; TESS 4a, 4e, 4f)

IV. Linkage to Standards

A. CEC Standards

Standard 1: Learner Development and Individual Learning Differences

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 1.1 Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities

Standard 2: Learning Environments

- 2.0 Beginning special education professionals create safe, inclusive, culturally, responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

#### Standard 3: Curricular Content Knowledge

- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

#### Standard 4: Assessment

- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

- 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

**Standard 5: Instructional Planning and Strategies**

- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

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

- 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

**Standard 7: Collaboration**

- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

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

Arkansas Teaching Standards Website:

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

**Standard 1: Learner Development**

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

Standards: 1(b) through 1(j)

**Standard 2: Learning Differences**

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

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

**Standard 3: Learning Environments**

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

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

**Standard 4: Content Knowledge**

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

Standards: 4(a) through 4(n)

**Standard 5: Application of Content**

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

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

**Standard 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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

**Standard 7: Planning for Instruction**

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

Standards: 7(a) through 7(q)

**Standard 8: Instructional Strategies**

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



Standards: 8(a) through 8(s)

Standard 9: Professional Learning and Ethical Practice

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

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

Standard 10: Leadership and Collaboration

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

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

C. Linkage to Teacher Excellence Support System:

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

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

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

Domain 3: Instruction: 3a through 3e

Domain 4: Professional Responsibilities: 4a through 4f

D. Strengthening and Enriching Learning

- 1.1.a Understands ethical and legal standards.
- 1.2.a Demonstrates competence in applying knowledge of content and research in professional practice.
- 1.2.b Promotes and applies ethical and legal standards in decision-making.
- 1.2.c Demonstrates professionalism in digital media.
- 1.3.a Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one's professional identity.
- 1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.

- 2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age and religion that impact student learning.
- 2.2.a Plans and creates experiences that help all student learn.
- 2.2.b Demonstrate ability to build collaborative relationships among schools, families, and communities.
- 2.2.c Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.
- 2.3.a Values and respects individuals and their differences.
- 2.3.b Believes all students can learn.
- 3.1.a Knows content and concepts of the discipline at an advanced level.
- 3.1.b Understands the interdisciplinary nature of content and pedagogical knowledge.
- 3.2.a Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
- 3.2.b Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
- 3.2.c Selects and develops strategies and technologies, based on research and experience, to help all students learn.
- 3.2.d Reflects to enhance professional practice.
- 3.3a Values a caring, supportive learning environment that encourage self-direction by all students.
- 3.3.b Values life-long learning and mastery of content and pedagogical knowledge.
- 4.1a Understands the complexities of social systems that impact student learning.
- 4.2.a Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
- 4.2.b Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.
- 4.3.a Values the intertwining role of family, community, and schools and their impact on student learning.
- 4.3.b Appreciates the uniqueness and worth of each student while recognizing the necessity of interdependent functioning and fairness to promote living together with the common society.
- 5.1.a Understands the relevance of research findings and performance data.
- 5.2.a Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
- 5.2.b Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
- 5.3.c Demonstrates ability to interpret and apply research findings from professional literature.
- 5.3.a Appreciates the importance of evidence-based practice.

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

Content Area 1: Development and Characteristics of Learners

Content Area 2: Planning and Learning Environment

Content Area 3: Instruction

Content Area 4: Assessment

Content Area 5: Foundations and Professional Responsibilities

G. Diversity Related CEC Standards

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

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

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

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

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

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

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

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

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

V. Course Assessment and Performance Measures.

The Laboratory Experience student will complete the following 4 modules (A-D) in two separate settings; four modules will be completed in the K-6 grade setting and four modules will be completed in the 7-12 grade setting. The Laboratory Experience student will select a target

student within each setting and complete the field experience activities with the target student as delineated in the module guidelines.

- A. Assessment Report Module (80 points each=160 total): The Lab student will select two target students that have been identified as having an exceptionality. The Lab student will access the students' educational records for the purpose of gathering and analyzing relevant assessment data. The student will also design and administer an informal assessment and write an evaluation report about the student based upon assessment results. Students will also submit a video of themselves explaining the findings of the assessment module.  
CEC Standard Linkage: 2.1, 4.0, 4.2, 4.3, 4.4,6.1, 7.1
  
- B. IEP Module (45 points each=90 total): Using the same target students from the Assessment Module, the Lab student will develop an Individualized Education Program for the target students. The IEP will be written using the template that is provided by the instructor. The goals and objectives will address areas of strengths and weaknesses found in the assessment data gathered in the Assessment Module. The current IEP used for the students within the school district may not be used. CEC Standards Linkage: 1.0, 1.1, 1.2, 2.0, 2.1, 3.0, 3.2, 3.3,4.0, 4.2,4.3, 5.0, 5.2, 5.3, 5.5, 6.0, 6.1, 6.3, 7.0, 7.1, 7.2, 7.3
  
- C. Instructional Plan Module (60 points each= 240 total): The student will develop two (2) lesson plans for each target student based upon the assessment data and the IEP. The lesson may be designed to teach to the child individually or to a group of students in which the target student is included. Specific and detailed directions are included in the guidelines. After teaching each lesson, the student will write a reflection about the lesson plan and its implementation. The student's site based mentor will evaluate the design of each lesson plan and will also evaluate the student as he/she teaches each of the lesson plans. In addition, the mentor and lab student will participate in video recorded post observation conferences.  
CEC Standards Linkage: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.0, 3.1, 3.2, 3.3, 4.0, 4.4, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
  
- D. Transition Module: (35 points): Within the K-6 setting, the Laboratory Experience Student will identify a student transitioning from an Early Childhood Special Education Setting to a school-aged special education setting. Interviews will be conducted with participants involved in the process and a report will be written about the specific steps used to transition this particular student. Within the 7-12 setting, the Laboratory Experience student will identify a student with a current transition plan. Interviews will be conducted with participants involved with the transition plan and a report will be written about the specific steps used to develop and implement the plan. CEC Standards Linkage: 4.2, 4.3, 6.0,

6.1, 7.0, 7.1, 7.3

E. Summative Module: ( 120 points) During the latter part of the K-12 Lab, the site mentor will complete a summative evaluation on the Lab Experience student and will upload it to Blackboard Learn. CEC Standards Linkage: 1 through 7.

F. Special Education Portfolio: The portfolio is a compilation of student artifacts that demonstrates the student’s knowledge and skills about teaching students with exceptionalities. It is the final comprehensive exam for the MSE and Licensure in K-12 Special Education Programs. An 80% passage rate is required. CEC Standard Linkage: 1 though 7

G. Grading Scale: Grade percentages are calculated by dividing the points earned by the points possible.

645 Total Points

A =	90-100%	577-645 points
B =	80-89%	513-576 points
C =	70-79%	448-512 points
F =	Below 70%	0-447 points

In order to pass this course, all assignments must be completed and the LAB student must earn at least a B in Laboratory Experience. Students earning lower than a B must retake the class. Students may not graduate if the portfolio grade is less than 80%.

VI. Special Considerations and/or Features of the Class

A. Students are required to complete all assignments in this syllabus. Failure to complete the assignments will result in failure of the course.

B. Technology: Students are required to use word processing for all projects. It is expected that you have appropriate technology in order to take this class. It is recommended that you have a fairly new computer, with high-speed internet connection. If you do not, then please be aware that a phone line will increase the amount of time that you will have to spend working on course work. It is your responsibility to access appropriate technical support when you run into a problem. It is recommended that you not wait until the last minute to submit assignments so that you can avoid last-minute glitches

that inevitably happen with computers. All assignments will be submitted as Word Documents with the exception of the assignment requiring a power point. Scanned documents for Module 7 may be submitted as a PDF file.

- C. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.
- E. All assignments/projects are due according to preset dates. Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will decide if the excuse for late work rises to the level of being a "serious extenuating circumstance."
- F. Modifications in course content, requirements, and instructional methodology may be needed to ensure a quality course. Modifications will be made by the instructor as needed and students will be advised of such changes.
- G. When emailing the instructor and academic assistants of the course, please address him/her in the same manner you would have your students address you. Responses to emails will be made within 48 hours. Emails sent on the weekend may not be answered until the following Monday. Assignments will be graded by midnight on the Thursday immediately following the due date. The only exception to this will be the final assignment. Since it is due on a Friday. It will be graded by midnight on the following Tuesday.

VII. Procedures to Accommodate Students with Disabilities

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

VIII. References:

- Allen, K.E. & Marotz. (2007). *Developmental profiles: Pre-birth through twelve* (5<sup>th</sup> Ed.). Clifton Park, NY: Thomson-Delmar Learning.
- Cohen, L. & Spenciner, L. (2010). *Assessment of young children and youth with special needs*. (4<sup>th</sup>Ed.). New York: Pearson Education.

Cook, R.; Klein, M.; Tessier, Annette; Daley, Steve (2008). *Adapting early childhood curricula for children in inclusive settings* (7<sup>th</sup> edition). Upper Saddle River, NJ: Pearson Education, Inc.

Heward, W. (2009). *Exceptional children: An introduction to special education* (9<sup>th</sup> edition). Upper Saddle River, NJ: Merrill, Pearson Education, Inc.

Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach* (7<sup>th</sup> edition). Upper Saddle River, NJ: Pearson Education, Inc.

**SCROLL DOWN FOR COURSE SCHEDULE**

**COURSE SCHEDULE-ELSE 6193 Spring 2018**

**All assignments tentatively due at 8:00 a.m. on due date unless stated otherwise.**

**In order to pass this course ALL assignments must be completed and the student must make a grade of B in the course. Late work will not be accepted.**

<b>WEEK</b>	<b>ASSIGNMENT</b>	<b>DUE DATE</b>
<b>WEEK 1 January 16-21</b>	<b>Select target students Watch videos for all modules And Portfolio Submit Student/Mentor Form and Praxis Scores to Livetext</b>	<b>January 22</b>
<b>WEEK 2 January 22-28</b>	<b>Assessment Module (Module 1)</b>	<b>February 19</b>
<b>WEEK 3 January 29- February 4</b>	<b>Assessment Module</b>	<b>February 19</b>
<b>WEEK 4 February 5-11</b>	<b>Assessment Module</b>	<b>February 19</b>
<b>WEEK 5 February 12-18</b>	<b>Assessment Module</b>	<b>February 19</b>
<b>WEEK6 February 19-25</b>	<b>IEP Module (Module 2)</b>	<b>March 5</b>
<b>WEEK 7 February 26- March 4</b>	<b>IEP Module</b>	<b>March 5</b>
<b>WEEK 8 March 5- 11</b>	<b>Instructional Plan Module (Module 3)</b>	<b>April 16</b>

<b>WEEK 9</b> March 12-18	Instructional Plan Module	April 16
<b>MARCH 19-25</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
<b>WEEK 10</b> March 26-April 1	Instructional Plan Module	April 16
<b>WEEK 11</b> April 2-8	Instructional Plan Module	April 16
<b>WEEK 12</b> April 9-15	Instructional Plan Module	April 16
<b>WEEK 13</b> April 16-22	Portfolio Transition Plan (Module 4)	April 23
<b>WEEK 14</b> April 23-29	Transition Plan Summative Module (Module 5)	May 4 May 4
<b>FINALS</b> May 2-8	Transition Plan Summative Module	May 4 May 4



## ELFN 6773 Introduction to Statistics & Research



Revised 11/23/17

### I. COURSE INFORMATION

A. ELFN 6773 Introduction to Statistics & Research

B. Professor Dr. Nicole Covey  
Teacher Education  
ED347  
870-972-3767  
ncovey@astate.edu

C. Virtual Office Hours: Monday, 8:00-9:00 p.m.

D. Meeting Times: While this is an online class I will monitor the class daily to meet the 45-hour contact time during the class. That means if you send me an email or post a discussion post I will normally be responding during those times.

II. TEXTBOOK(S) READINGS

A. **ProctorU Profile (required) – see section IX of syllabus below**

B. Primary Text

Caldwell, Sally (2013). *Statistics Unplugged* (4th ed.) Thomson Wadsworth: Belmont, California. ISBN-10: 0840029438 or ebook, ISBN-13: 9780840029430. (Available locally, on the internet, or buy, rent, or buy eBook at <http://www.cengagebrain.com/shop/isbn/0495602183?cid=rdl>)

(2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup>ed. will work for the class. Content is the same.)

C. Recommended Supplemental Text:

APA Manual, 6<sup>th</sup> edition.

C. Software:

Microsoft Office. Free to ASU students at <http://www.astate.edu/a/its/software-downloads/>

III. PURPOSE AND GOALS OF THE COURSE

A. This course involves an examination of descriptive statistics and basic inferential statistical techniques. Hypothesis testing, confidence intervals, analysis of variance, correlation techniques and nonparametric statistical methods will be discussed.

## B. Technical Skills Requirements

1. Using the Blackboard learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Copying and pasting
5. Watching videos in the Blackboard learning management system
6. Using the LiveText portfolio

## C. Upon completion of this course the student will be able to:

1. Explain basic research terms, the process by which research design informs the choice of statistical procedure, and the way in which questions and hypotheses should reflect a chosen design and statistical procedure.
2. Define basic statistical terms including normal and non-normal distributions of data, measures of central tendency (i.e. mean, median, and mode), variability (i.e. range, variances, standard deviations, and the standard error of the mean), levels of measurement, and probability.
3. Use Excel or SPSS to calculate and interpret descriptive statistics, to explore data and solve statistical problems, and to communicate statistical results in accordance with current APA style.
4. Describe statistical hypothesis testing, including rejecting and failing to reject the null hypothesis.
5. Define Type I and Type II errors in statistical decision-making, the power of a statistical procedure, and the maximizing of power.
6. Describe the factors that inform the choice of a statistical procedure, choosing appropriate statistical procedures to solve educational research problems.
7. Describe the logic of selected statistical procedures.
8. Understand the process of writing a research paper using APA format.

#### IV. STANDARDS LINKAGE

##### A. ELCC Standards (2011)

1.0: A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continued and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4.0: A building level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse

community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

6.0: A building level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

B. Diversity Related ELCC Standards (2011)

5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

V. COURSE ASSESSMENT AND PERFORMANCE MEASURES

*Note: Week is from Monday to Sunday (except Week 7)*

A. Assessment Measures

Personal Introduction *(due no later than 11:59 p.m. Sunday of Week 1)*

Microsoft Office is available free to ASU students at <http://www.astate.edu/a/its/software-downloads/>

PSI Survey and Quiz

Students will complete the anonymous PSI Survey followed by completing the PSI Quiz

Exams

Students will have exams to measure comprehension of the material. The exams will focus mostly on the use of statistical software, interpretation and application, not on manual statistical calculations. Students are permitted to have access to the text, class notes, and statistical software (Excel, SPSS, etc.) when taking exams. Statistical calculations should be performed using software. You will have at least two (2) hours in which to complete an exam once it is started.

Project

Students will use data provided in the class and write a response to a given situation. The analysis and reflection requires a written report to demonstrate mastery of the principles of research design and analysis. Detailed instructions and data are found in the course materials. [ELCC Standards 1, 2, 3, 4, 5, and 6]

Grading Method

Personal Introduction	0 points
PSI Survey Quiz	5 points ( 3.1%)

Project	20 points	(12.5%)
Exams	<u>135 points</u>	<u>(84.4%)</u>
Total:	160	100%

- A: 144+ points \*
- B: 128 - 143 points
- C: 112 – 127 points
- F: 0 – 111 points

\* Grades are based on number of points attained in the class, not on the percentage. Therefore, percentages are not rounded for grade calculation purposes, so 143 points (89.375%) is still a B.

B. Late Submission Policy:

If the candidate is unable to complete an assignment on time due to a “serious extenuating circumstance (e.g. death in the family, personal health issues),” then he or she must contact the instructor immediately by email. Except in cases of serious extenuating circumstances, late work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance” on a case-by-case basis.

Assignments that are submitted after the due date will receive the following deductions:

1. Late assignments receive a 5% deduction for each day after the due date.
2. Assignments submitted a week late or after the final date of the course will not be accepted.

C. Email Policy

The course instructor will only email the candidate using the candidate's **university email address**; therefore, the candidate is responsible for regularly checking his/her university email. Additionally, the candidate must only e-mail the faculty from his/her A-State account.



VI. COURSE OUTLINE

Week	Quiz	Lesson	Topic(s) Covered
1	1	1	Introduction
1	2	2	Descriptive Statistics ( <i>Caldwell, ch 1-2</i> )
2		3	Distribution Shapes ( <i>Caldwell, ch 3</i> )
2	3	4	The Normal Curve & Z Scores ( <i>Caldwell, ch 4</i> )
2		5	Fundamental Concepts ( <i>Caldwell, ch 5</i> )
2	4	6	Confidence intervals ( <i>Caldwell, ch 6</i> )
3	5	7	Hypothesis testing & Single-sample t-test ( <i>Caldwell, ch 7</i> )
4		8	Hypothesis testing & Two-sample t-tests ( <i>Caldwell, ch 8</i> )
4	6	9	Alternative Hypothesis ( <i>Caldwell, ch 9</i> )
5	7	10	Analysis of variance ( <i>Caldwell, ch 10</i> )
6	8	11	Chi-Square tests ( <i>Caldwell, ch 11</i> )
7	9	12	Correlation and Regression ( <i>Caldwell, ch 12</i> )
7	10	13	Research Methods

SCHEDULE

WEEK	LESSONS	ITEMS DUE*	DATES
Week 1	Lessons 1 - 2	Quizzes 1 & 2 Intro due -Sun PSI Survey due - Thur	Jan 16-21
Week 2	Lessons 3 - 6	Quizzes 3 & 4	Jan 22-28
Week 3	Lesson 7	Quiz 5	Jan 29-Feb 4
Week 4	Lessons 8 - 9	Quiz 6	Feb 5-11
Week 5	Lesson 10	Quiz 7	Feb 12-18
Week 6	Lesson 11	Quiz 8 Project due Feb 25	Feb 19-25
Week 7	Lessons 12 - 13	Quizzes 9 & 10	Feb 26-Mar 2**Friday

\*Items due by 11:59 pm on the last day of the week unless otherwise noted.

VII. SPECIAL CONSIDERATIONS AND/OR FEATURES OF THIS COURSE

- A. Instructional methods will include cooperative learning, video lectures, class discussions/debates, journal reading, self-directed learning, and a data-based research or program evaluation project in order to increase learning and to accommodate a variety of learning styles.
- B. Students are required to access the LMS (Blackboard) to check for announcements, engage in focused discussions of research topics, and review the class lectures, and submit class assignments.
- C. Students are required to use word processing to prepare any project. **Word processing files must be saved as Microsoft Word files or as rtf files.** Microsoft Office, which includes Word and Excel, is available free for ASU students. (<http://www2.astate.edu/a/finance-admin/its/services/software.dot>)
- D. Students are required to use Statistical Package for the Social Sciences (SPSS) or Microsoft Excel Data Analysis to analyze data for the Research Paper.
- E. Students must submit original work (not from other sources and not from other coursework) in order to complete the requirements for this class. All work must be submitted in electronic format.
- F. Students are expected to be in “attendance”. Class material will be available online through the LMS. Students are expected to complete all assignments during the specified time.
- G. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
- H. **INTERNSHIP:** Students seeking the MSE in Educational Leadership (Building Level Administrator or C&I) or Special Education/Gifted should begin or continue completing the required internship activities. See the My Organizations section on the home page of Blackboard for more details about the portfolio and internship.

VIII. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

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

## XI. PROCTORU

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

**Students will create their ProctorU/UCard profile. Once this profile is created it will be used throughout their program of study. There is no need to create a profile for each class.** Once completed, students will use this profile to schedule their exams as instructors make the exams available. Please note that UCard authentication checks may occur at any time during the course.

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

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

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

**IMPORTANT NOTE: In this class we will use the UCard.**

X. REFERENCES

Chase, C. (1984). *Elementary statistical procedures* (3<sup>rd</sup> edition). New York: McGraw-Hill.

Enger, J. & Howerton, D. (1992). *User friendly guide to descriptive statistics* (3<sup>rd</sup> ed.). Needham Heights, MA: Ginn.

Ferguson, F. & Takane, Y. (1989). *Statistical analysis in psychology and education*. New York: McGraw-Hill.

Hopkins, C. & Antes, R. (1990). *Educational research: A structure of Inquiry*. Columbus, Ohio: Charles E. Merrill.

Neuman, W. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston, MA: Allyn & Bacon.

O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage Publishers.

Pyrczak, F. (2009). *Success at statistics* (4<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.

Salkind, N. (2011). *Statistics for people who think they hate statistics* (4<sup>th</sup> ed.). Los Angeles, CA: Sage Publishers.

Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. New York, NY: The Guilford Press.

Welkowitz, J., Ewen, R. & Cohen, J. (2000). *Introductory statistics for the behavioral sciences* (5<sup>th</sup> ed.). Fort Worth, TX: Harcourt Brace College Publishers.

Witte, R. (2001). *Statistics* (6<sup>th</sup> ed.). Fort Worth, TX: Harcourt Brace College Publishers.



College of Education and Behavioral Science  
Department of Educational Leadership, Curriculum, and Special Education  
Spring 2018

ELFN 6763: Philosophies of Education

**I. Information:**

Professor: Dr. Alicia Shaw

Office: Education & Leadership Building Rm 225

Phone: (870) 972-2459 (email is the best way to contact me)

EMAIL: [ashaw@astate.edu](mailto:ashaw@astate.edu)

Faculty will respond to inquiries from students submitted via email within 36 hours (weekends excluded).

Virtual Office Hours: Wednesdays 10 am-2 pm

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

**II. Readings**

Primary Text:

Gutek, G. L. (2014). *Philosophical, Ideological, and Theoretical Perspectives on Education*, 2nd Ed. Boston, MA: Pearson. *(Please check with publisher for text availability in e-book format.)*

Publication Manual of the American Psychological Association (6<sup>th</sup>. Ed). **All written work must be completed according to APA guidelines.**

Proctor U Profile (Required) – see section IX of syllabus below.

Supplemental readings as required.

### III. Course Description

Presuppositions of various philosophies with emphasis on the implications of these presuppositions on educational theory and practice.

### IV. Purpose and Objectives of the Course

- A. The purpose of this course is to explore presuppositions of various in terms of educational theory and practice. The rationale for this course is to draw out the learner (whether he or she is a teacher, administrator, school counselor, school resource person, or higher education employee) by focusing on his/her thinking about key conceptual ideas regarding education and schooling from a thoughtful, critical, and, ultimately, philosophical perspective.
- B. The course objectives are as follows:
1. Gain an awareness of how philosophical ideas about education in America developed over a considerable period.
  2. Demonstrate the capacity for in-depth reading and analysis of major thinkers in the history of philosophy.
  3. Determine the substance and relevance of selected educational philosophies through ongoing discussions and through the act of writing.
  4. Analyze the implications of philosophical perspectives regarding human nature, the nature of society, epistemology (what should be taught), and how individuals learn.
  5. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education.
  6. Collaborate on a project by connecting broad theoretical issues with current debates education, teaching, and learning.

The study of philosophy of education will help professional educators to develop interpretive, normative and critical perspectives on education. These perspectives, according to the Council for Social Foundations of Education <http://csfeonline.org/> are vital to the education experience. The interpretive perspective (making meaning of the theoretical subject matter) will assist learners in examining and explaining education within differing contexts. This will be accomplished through our Discussion Board assignments. The normative



perspective (how we relate to an ideal standard) will assist learners in examining and explaining education in light of value orientations. We will review this aspect through our Micro Projects. And the critical perspective which will assist learners in examining and explaining how philosophy impacts education in light of its origins, major influences, and consequences in a real world perspective. This is the crux of our Major Project. (CLSE, Standards 2<sup>nd</sup> Edition, 1997).

## V. Standards Linkage

### ELCC Building Standards

- 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a vision of learning for a school.
- 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 5.2. Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

## VI. Course Assessment and Performance

Note: The class schedule is from Monday to Sunday. There will be two exemptions:

1. Our first week will start on Tuesday, January 16, 2018. It will end on Sunday, January 21, 2018 at 11:59 pm CDT.
2. Our last week will end on *Friday*, March 2, 2018.

Students in this course are expected to be active learners and participants, which requires students to take responsibility for their own learning and to share the learning process with the class. All graded activities will require students to perform against the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity.

Students should take care to write clearly, thoughtfully, and correctly. Points will be taken off written assignments for grammatical and stylistic errors.

Correct APA formatting and font type shall be mandatory for all graded assignments. (Each of the projects should include elements of APA including a title page with running head, reference page, etc.)

All written assignments must be formatted according to APA criteria to include being written in Times New Roman 12 pt. font and double spaced.

Any assignment not formatted according to APA criteria and not in the assigned font type **will not be graded and will be returned to the student for a revision.**

Assignments are due the date listed.

The instructor will not accept any assignment via email. All written assignments must be uploaded via the appropriate link on Blackboard. The instructor will only respond to emails generated from the student's Arkansas State University student email account.

#### A. Personal Introduction

Since this is an online course and we are communicating at a distance, this activity is designed to help create a supportive learning environment and a sense of community. Please post an introduction of yourself to the rest of the class on the discussion board. Although the assignment is not graded it is still required. Due by Friday of week 1 at 11:59 pm CDT.

#### B. Application Activities [LEADS 1.A., 2.B., 5.B, 5.C; ELCC 1.1, 2.2, 5.2, 5.3]

1. The Project. We will be working on an applied project with real world implications. The project revolves around the overarching theme "*How does each philosophical point contribute to a greater understanding of why we educate in America?*"

The project is broken down into the following assignments:

1. Micro Project #1: What is education? Why do we educate? The paper should be approximately 500-750 words. (50 pts)
2. Micro Project # 2: Understanding the Nature of Education: What have you learned about philosophies of education in terms of your praxis? The paper should be approximately 500-750 words. (50 pts)

3. Micro Project # 3: What do you view as the purpose of the school? What is the function of the teacher? What is your view on how students learn? And what does that mean for the curriculum? The paper should be between 500-750 words. (50 pts)
  4. Major Project: "How has learning about Philosophies of Education helped you better understand: Yourself and The Curriculum?" The paper should be approximately 1000-1500 words. (150 pts)
2. Discussion Questions (Discussion Board) the discussion topics posted are intended to promote additional thinking about the ideas related to the course assignments. During Modules 1, 2, 3 (25 pts. x 3 = 75), students will respond to reflective prompts to convey their impression of the philosophy of education according to the week's reading. Additionally, during Modules 1, 2, and 3, students will also respond to at least two peers' discussion board postings. The week 4 discussion board is ungraded, but participation is mandatory for course credit. For weeks 5 and 7 discussion boards (15 pts. x 2 = 30), you will only submit an original post, not responding to peers.

#### Grading Scale

A = 90 – 100%	363 - 405 points
B = 80 – 89%	322 - 362 points
C = 70 – 79%	282 - 321 points
F = Below 70%	0 - 281 points

Note: A-State Graduate Courses do not have a letter grade of "D".

**NOTE: ALL course assignments MUST be completed independently by each student. All assignments/assessments must be completed to receive credit for this course.**

#### C. Late Submission Policy

Except in cases of serious extenuating circumstances, late work will not be accepted.

If student is unable to complete an assignment on time due to a "serious extenuating circumstance," then he or she must contact the instructor immediately by email. Except in cases of serious extenuating circumstances, late work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a "serious extenuating circumstance" on a case-by-case basis. Should the professor determine that a late submission due to a "serious extenuating circumstance" is warranted, a 20% deduction per day may be imposed. No assignments will be accepted after the last day of class.

Note: Documentation supporting the student's request shall be required. Examples include obituaries in the case of the passing of a relative, doctor or hospital documentation on official letterhead, or other official reports.

NOTE:

"Serious extenuating circumstances" are not limited to, but can include the following:

- Ill health
- A serious family emergency
- Work commitments (covering for someone who fell ill, for instance)
- Bereavement
- Jury service (in common law jurisdictions)
- Having to care for someone in the immediate family
- Hospital, or other appointment, that clashes with a deadline or examination (such as a job interview)
- Legal problems
- Industrial action
- Force majeure (only in extreme cases)

#### G. Email Policy

The course instructor will only accept email from the candidate using the candidate's A-State university email address; therefore, the candidate is responsible for regularly checking his/her university email.

You will need access to a computer with broadband Internet connectivity that can stream video and audio.

This course is not mobile/tablet/phone friendly and must be completed on a computer.

NOTE: All technical questions must be sent to the Help Desk. The instructor is not responsible for troubleshooting technical issues. For technical help with Blackboard Learn or general computer technical help, contact the A-State Help Desk at [onlinehelp@astate.edu](mailto:onlinehelp@astate.edu).

## VII. Course Outline

## Module 1

Chapter 1 Philosophy and Education

Chapter 7 Ideology and Education

Chapter 12 Theory and Education

Micro Project #1 will be due Sunday by 11:59pm CDT

We were asked to consider the notion of “reflective thinking” in chapter one. This is a somewhat solitary endeavor best accomplished through one's own initiative. Theory, through the art of reflection, can guide us with our experiential knowledge to arriving at “some generalization to guide instruction.” Yet in chapter seven we are asked to consider

“group beliefs.” Chapter twelve asks us to about “events” and “situations” and how theory can act as a bridge between philosophy and practice. In one week we jump from the individual to the collective.

Think about the sentence on page 301 of our text book that states “...at the beginning of each school year, a teacher (one person) will find that he or she has a class (a collective) of new and unfamiliar students.”

Discussion Board Prompt: Express your understanding of philosophy of education in terms of the content you read in your text book. To what degree do you plan on using what you learn in your praxis?

## Module 2

Chapter 2: Idealism

Chapter 3: Realism

DB prompt: Idealists stress the importance of learning ideas and concepts. Unlike idealists, realists highly recommend the use of scientific investigation and senses in order to learn. How do you reconcile these two divergent views in terms of curriculum? How would you apply these two views to your praxis?

## Module 3

Chapter 4: Pragmatism

Chapter 5 Existentialism

DB prompt: Pragmatists place their focus on the idea of change. Existentialists place their focus on the ideas of existence and essence. What would you do to incorporate these two philosophies into your praxis? You are welcome to use examples that focus on the classroom (individual lesson plans) all the way up to how you would manage to fit these two philosophies into the curriculum.

## Module 4

### Chapter 6: Postmodernism

DB prompt: "Post-modern just means 'coming after' modernism. The term is used to refer to a period in history (the one we are in now), but it is also used to refer to a set of ideas that 'go with' this period in history. This set of ideas is a reaction to—and, to some extent, a rejection of—the ideas of modernism." What are these ideas—and why do they matter in our classrooms? Not Graded, but mandatory for course credit.

Micro Project #2 Due by Sunday at 11:59pm CDT

## Module 5

### Chapter 13 Essentialism

### Chapter 14 Perennialism

Video: A Nation at Risk

These educational philosophies focus heavily on WHAT we should teach in terms of the curriculum. For Perennialists, the aim of education is to ensure that students acquire understandings about the great ideas of Western civilization. While the Essentialists believe that there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way.

DB Prompt: How do you reconcile these traditionalist viewpoints with what we now know in terms of curriculum, teaching, and how students learn?

## Module 6

Chapter 9, 10, & 15 Liberalism, Conservatism, and Progressivism Micro Project #3 Due by Sunday at 11:59 pm CDT.

## Module 7

### Chapter 17: Critical Theory

DB post: How should education "be"? Discuss your thoughts on whether or not

American education should be "reconstructed" to promote the fluctuating social environment informed by globalization, technology, multiculturalism, and other changes.

Due by *Friday* at 11:59 pm CDT.

Major Project: Due by *Friday* at 11:59 pm CDT.

## VIII. Special Considerations and/or Features of the Course

- A. Instructional Methods: Readings, surveys, reflective essays, classroom connections, and content forums may be employed to increase learning and accommodate a variety of learning styles.
- B. Students are required to use word processing and the 2009 APA Publication Manual (6th ed.) to prepare the course papers. See additional document with summary of APA citation format. See rubrics in course documents for details on grading criteria.
- C. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
- E. **Academic Honesty Policy:** All students are expected to abide by Arkansas State University's policies. Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and can lead to extremely serious consequences – including failure of the entire course and potential dismissal from the program – no exceptions and no second chances. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:
  - 1. Return the paper or other item for rewriting; the grade may be lowered.
  - 2. Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if a numerical grade is used.
  - 3. Give the student who plagiarized a failing grade in the course.
  - 4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

Please note: The work you do for this course is expected to be specific and original to this course (i.e., not something turned in for another course).

Students must submit original work (not from other sources and not from other coursework) in order to complete the requirements for this class. It is expected that all work you produce for the course will be your own. You can build upon other peoples' ideas as long as they are credited for their ideas/writings. Plagiarism, taking ideas and/or writings from another and passing them off as one's

own, is a major breach of ethical behavior for scholars in higher education. All work must be submitted in electronic format.

Faculty at ASU routinely reviews student work for the following infractions to ethical academic conduct:

- a. Work that is the same or very similar to work by other students
- b. Content that is included in papers without giving appropriate credit to the original source
- c. Work that has been previously turned in to other classes.

## IX. Procedures to Accommodate Students with Disabilities

Students who require academic adjustments in their online class due to a disability must first register with ASU Disability Services at <http://www.astate.edu/disability> 870-972-3964. Following registration please contact me, the professor, immediately to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure equal access to this course. Additionally, if you have emergency medical information to share or need special arrangements, please notify the professor ASAP.

### **Note:**

**Dropping a Course:** After the registration period ends, individual courses may be dropped on-line in Self Service. All individual courses may be dropped on-line except the last course. If all classes are dropped, you must process a withdrawal from the University through Advisement Services. It is ultimately the student's responsibility to ensure their courses have been dropped.

**Drop Deadlines:** The final date for dropping individual courses is viewable via the academic calendar. Academic Affairs will identify appropriate deadlines for other semesters (interims, summer, and half sessions).

***If you are concerned about earning a "good grade," study this syllabus and follow it to the letter.***

## X. PROCTORU

"ProctorU is a live online proctoring service that allows students to take exams from the comfort of their home or for authentication purposes. For this course, we will only utilize the UCard authentication services.



Students will create their ProctorU and UCard profile at the beginning of the term (if they have not done so for a previous course). Please note that UCard authentication checks may occur at any time during the course.

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

To create a ProctorU profile visit [go.proctoru.com](https://go.proctoru.com). ProctorU also provides free technical support to ensure students have the best testing situation possible. That is available at [www.proctoru.com/testitout](https://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](https://www.proctoru.com/testitout) prior to the proctoring session to test equipment that will be used during the exam session.”

### References

- Adler, M. (1982). *The paideia proposal: An educational manifest*. New York, NY: Macmillan.
- Barrett, W. (1990). *Irrational man: A study of existentialist philosophy*. New York, NY: Anchor Books.
- Bennett, W. (1992). *The de-valuing of America: The fight for our culture and our children*. New York, NY: Simon and Schuster.
- Dewey, J. (1998). *Experience and education: The 60<sup>th</sup> anniversary edition*. West Lafayette, IN: Kappa Delta Pi.
- Johnson, T. & Reed, R. (2011). *Philosophical documents in education 4th ed*. Boston, MA: Pearson.

Moore, A. (2003). *Realism and Christian faith: God, grammar, and meaning*. New York, NY: Cambridge University Press.

Ravitch, D. (2000). *Left back: A century of failed school reform*. New York, NY: Simon and Schuster.

United States Department of Education, Office of the Secretary of Education. (2001). *No child left behind*. Washington, DC: Education Publications Center.

Commented [HK33]: Why space?

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

## Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

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.

Dr. Gil Fowler	1/4/2018		ENTER DATE
<b>Department Curriculum Committee Chair</b>		<b>COPE Chair (if applicable)</b>	
Dr. Osa Amienyi	1/5/2018		ENTER DATE
<b>Department Chair:</b>		<b>Head of Unit (If applicable)</b>	
Warren Johnson	1/24/2018		ENTER DATE
<b>College Curriculum Committee Chair</b>		<b>Undergraduate Curriculum Council Chair</b>	
Gina Hogue	1/25/2018		ENTER DATE
<b>College Dean</b>		<b>Graduate Curriculum Committee Chair</b>	
	ENTER DATE		ENTER DATE
<b>General Education Committee Chair (If applicable)</b>		<b>Vice Chancellor for Academic Affairs</b>	

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

**Dr. Gil Fowler, Dept. of Media, [gfwler@astate.edu](mailto:gfwler@astate.edu), 972-2078**

**2.Proposed Change**

Change description of **CMAC 6463, Media Management Applications** to:

**CAPSTONE EXPERIENCE.** Discussion and application of MSMM program-provided content to address real-world media management problems. Course should be taken the final term of completing degree requirements. Strongly recommended it be the only course of enrollment that term.

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

**3. Effective Date**

Fall 2018

**4. Justification** - *Please provide details as to why this change is necessary.*

Students are attempting to enroll in this on-line class too early in the program and do not understand what CAPSTONE means. This should clarify this issue and assist and support those advising students as to the sequencing of courses.

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## Bulletin Changes

### Instructions

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

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### **CMAC 6463. Media Management Applications**                      **CAPSTONE EXPERIENCE.**

Discussion and application of MSMM program-provided content to address real-world media management problems. ~~Capstone course concludes with on-campus meeting where individual and group discussions are used to provide credible solutions to real-world situation.~~

Course should be taken the final term of completing degree requirements. Strongly recommended it be the only course of enrollment that term.

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

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<b>Department Curriculum Committee Chair</b>		<b>COPE Chair (if applicable)</b>	
Osa Amienyi	1/5/2018		ENTER DATE
<b>Department Chair:</b>		<b>Head of Unit (If applicable)</b>	
Warren Johnson	1/24/2018		ENTER DATE
<b>College Curriculum Committee Chair</b>		<b>Undergraduate Curriculum Council Chair</b>	
Gina Hogue	1/25/2018		ENTER DATE
<b>College Dean</b>		<b>Graduate Curriculum Committee Chair</b>	
	ENTER DATE		ENTER DATE
<b>General Education Committee Chair (If applicable)</b>		<b>Vice Chancellor for Academic Affairs</b>	

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

**Dr. Gil Fowler, Dept. of Media, [gfwler@astate.edu](mailto:gfwler@astate.edu), 972-2078**

**2.Proposed Change**

**Remove courses as indicated below from MS in Media Management, Options 1 and 3, so that all courses specified in these options will now be required.**

**3.Effective Date**

**Fall 2018**

**4.Justification** – Please provide details as to why this change is necessary.

**Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.**  
Form Revised: 09/05/2017

**Some courses have been eliminated at this point in the on-line program emphasis offerings so as to minimize the number of courses offered each term and the number of faculty needed to cover that many individual classes each term. Students in the on-line program cannot take on campus courses to meet degree requirements nor can students enrolled in the on campus programs take courses designed for the on-line program. We need to wait to provide a broader offering of experiences until the enrollment numbers in the online Media Management degree program grow to a point where we have sufficient enrollment numbers to work with. In essence, fewer class offerings will result in larger number of students in the particular classes offered.**

**The particular courses eliminated from the sequences are still eligible for on-campus offerings and thus should not be removed from the Bulletin.**

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## Bulletin Changes

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# Media Management

## Master of Science in Media Management

University Requirements:	
See Graduate Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
<i>All students are required to document a foundation in media either through professional experience or academic training. Those without such a foundation may be required to complete a series of undergraduate courses.</i>	
CMAC 6053, Quantitative Research Methods in Mass Communication	3
CMAC 6463, Media Management Applications/Capstone	3
COMS 6033, Media Regulation, Public Interest & the Law	3
COMS 6253, Audience Marketing Analysis	3
MDIA 6023, Advanced Studies in Broadcast Management	3
MDIA 6043, Theory of Mass Communication	3
<b>Select one of the following options:</b> <i>Students may take one of the options listed below totaling twelve (12) hours of credit.</i>  <b>Option 1: Mass Media Management (select four of the following):</b> COMS 5113, Integrated Marketing Communication <del>COMS 5213, Social Media in Strategic Communication</del> COMS 5603, Crisis Communication COMS 6263, Media Account Management <del>COMS 6413, Organizational and Intercultural Communication</del> MDIA 6423, Media Entrepreneurship  <b>Option 2: Public Administration (select four of the following):</b> COMS 5213, Social Media in Strategic Communication COMS 6263, Media Account Management POSC 6543, Administrative Behavior POSC 6563, Seminar in Public Administration POSC 6593, Seminar in Human Resource Management POSC 6613, Administrative Leadership POSC 6623, Administrative Ethics POSC 6633, Public Information Management  <b>Option 3: Social Media Management (select four of the following):</b> COMS 5113, Integrated Marketing Communication COMS 5213, Social Media in Strategic Communication COMS 5463, Interactive Advertising COMS 5473, Social Media Measurement <del>COMS 6263, Media Account Management</del>	12
<b>Sub-total</b>	<b>30</b>
<b>Total Required Hours:</b>	<b>30</b>

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
 Form Revised: 09/05/2017

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

## New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

New Course or  Experimental Course (1-time offering) (Check one box)

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.

<p>Gary T. Edwards 11/16/2017 <b>Department Curriculum Committee Chair</b></p>		<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p><b>COPE Chair (if applicable)</b></p>
<p>Joe Key 11/16/2017 <b>Department Chair:</b></p>		<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p><b>Head of Unit (If applicable)</b></p>
<p>Warren Johnson 1/24/2018 <b>College Curriculum Committee Chair</b></p>		<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p><b>Undergraduate Curriculum Council Chair</b></p>
<p>Gina Hogue 1/25/2018 <b>College Dean</b></p>		<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p><b>Graduate Curriculum Committee Chair</b></p>
<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE</p>	<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p><b>Vice Chancellor for Academic Affairs</b></p>
<p><b>General Education Committee Chair (If applicable)</b></p>		

1. Contact Person (Name, Email Address, Phone Number)  
Edward Salo, Dept. History, [esalo@astate.edu](mailto:esalo@astate.edu) 870-972-3130

2. Proposed Starting Term and Bulletin Year  
Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)  
HIST 5493

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Cultural History of Comic Books in America  
Short title: CULTURAL HISTORY COMIC BOOKS

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Overview of the history of comic books in America, examining them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the cultural and social history of the nation.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

- a. **No** Are there any prerequisites?
  - a. If yes, which ones?
  - b. Why or why not?
  
- b. **No** Is this course restricted to a specific major?
  - a. If yes, which major?

7. Course frequency (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*  
n/a

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.  
Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])  
Standard letter

10. **Yes** Is this course dual listed (undergraduate/graduate)? HIST 4493

11. **No** Is this course cross listed?  
*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

- 11.1** – If yes, please list the prefix and course number of cross listed course.
- 11.2** – Are these courses offered for equivalent credit?  
Please explain.

12. **No** Is this course in support of a new program?

- a. If yes, what program?

13. **No** Does this course replace a course being deleted?

- a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

- a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar's Office for assistance.*

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

## Course Details

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week 1: Introduction**

**Week 2: Superman and Batman: The Birth of the Superhero**

**Week 3: The Golden Age of Comics**

**Week 4: Comics and World War II**

**Week 5: The Comic Book Code**

**Week 6: Comics in the 1950s**

**Week 7: The Silver Age of Comics**

**Week 8: The Creation of the Marvel Universe**

**Week 9: Comics in the Cold War**

**Week 10: Comics and Social Issues**

**Week 11: The Bronze Age of Comics**

**Week 12: Watchmen and the Dark Knight**

**Week 13: The 1990s**

**Week 14: Civil War and Comics in the 2000s**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

The class will use existing staffing and classrooms. It will not require any additional resources.

a. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

### Course Justification

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

While many people think of comic books as children's media, Dr. Katherine Aiken, professor of history and Dean of the College of Letters, Arts and Social Sciences at the University of Idaho, argues for the value of comic books in teaching American history because they "offer a surprisingly valuable window into twentieth century US history."<sup>1</sup> The superhero comic book first appeared in the United States in the late 1930s and quickly became one of the most widely read types of periodicals among youth and other age groups. However, comic books were not merely mindless entertainment for youngsters. Comic books and their creators, like other creators of literature and music, were "influenced and have been influenced by American political, social, and cultural events."<sup>2</sup> Historian Bradford Wright contends that, "emerging from the shifting interaction of politics, culture, audience tastes, and the economics of publishing, comics books have helped to frame a worldview and define

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<sup>1</sup> Katherine G. Aiken, "Superhero History: Using Comic Books to Teach U.S. History," *OAH Magazine of History*, April 2010, 41.

<sup>2</sup> Jeffrey K. Johnson, *Super-History: Comic Book Superheroes and American Society, 1938 to present* (Jefferson, NC: McFarland Publishers, 2012), 2.

a sense of self for the generations who have grown up with them.”<sup>3</sup> The stories in comic books explore the shifting role of America in the international arena, changing gender roles, and responses to racism, sexism, and the Cold War. The proposed class will examine the history of comic books in America by exploring them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the political, cultural, and social history of the nation. Additionally, the course will also study how comic book publishers grew from small studios to parts of large corporations. The students in the class will consider secondary sources as well as read and dissect individual comic books and story arcs from the various ages of comic book history to see those shifts. This will be accomplished through examining histories of comic books, as well as reading important issues of comic book series and exploring the portrayal of comic book superheroes in other media.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This class offers students the opportunity to explore American History from the 1930s to the present through the lens of the Comic Book. The course examines comics through the prism of cultural, political, and social history, as well as exploring the economic and business history of the comic book industry. The course also strives to provide students the opportunity to synthesize primary and secondary historical sources, as well as to articulate historical content and broader historiographical trends.

c. Student population served.

The class is designed for graduate history students.

d. Rationale for the level of the course (lower, upper, or graduate).

The class is designed for graduate history students to help them explore the cultural history of the twentieth century of American history.

## Assessment

### University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a.  Global Awareness      b.  Thinking Critically      c.  Information Literacy

### Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

HIST 5493 is an elective and the class will not be used to assess any MA History program outcomes, but it will serve as an elective that will reinforce all three of the program-level learning outcomes for the MA in history.

- Research Skills: A graduate with an MA in History will be able to utilize effective historical research skills.
- Critical Thinking: A graduate with an MA in History will be able to produce an original historical research paper.
- Content Knowledge: A graduate with an M.A. in History will be able to articulate historical content and broader historiographical trends as evaluated by the comprehensive examination committee.

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<sup>3</sup> Bradford W. Wright, *Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: Johns Hopkins University Press, 2001), xii.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

HIST 5493 is an elective and the class will not be used to assess any MA History program outcomes, but it will serve as an elective that will reinforce all three of the program-level learning outcomes for the MA in history.

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

<b>Outcome 1</b>	The primary goal of the class is for students to be able to categorize the evolution of the comic book in American culture and be able to discuss its relevance as a medium of expression.
Which learning activities are responsible for this outcome?	Several book reviews, weekly papers, in-class discussion, and a final test
Assessment Measure and Benchmark	The book reviews, weekly papers, and in-class discussion will be graded using a rubric provided to the students. The final test will be based on a study guide provided to the students.

<b>Outcome 2</b>	The students will analyze the weekly readings on major topics related to American cultural history.
Which learning activities are responsible for this outcome?	In-class discussion and weekly response papers
Assessment Measure and Benchmark	The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students.

<b>Outcome 3</b>	The students will be able to critically analyze individual comic books, with attention to narrative, subject matter, and form.
Which learning activities are responsible for this outcome?	In-class discussion and weekly response papers
Assessment Measure and Benchmark	The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students.

<b>Outcome 4</b>	The students will be able to discuss the intersection of comic books and political critique.
Which learning activities are responsible for this outcome?	In-class discussion and weekly response papers
Assessment Measure and Benchmark	The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students.


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Graduate Bulletin 2017-2018, p. 332

**HIST 5453. United States Civil War and Reconstruction** An intensive study of the Civil War period and the resulting problems of Reconstruction.

**HIST 5463. U.S. Gilded Age/Progressive Era** Explores the dramatic economic, social, and political upheavals of 1880-1917.

**HIST 5473. U.S. Southern Women's History** Examines the history and changing status of women in the U.S. South from the 1400s to the present.

**HIST 5483. History of Sexuality in America** Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class.

***HIST 5493. Cultural History of Comic Books in America Overview of the history of comic books in America, examining them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the cultural and social history of the nation.***

**HIST 5513. Museum Collections Management** An overview of the management and preservation of material culture in museums. Policy development, documentation, and care of collections are broad topic areas.

**HIST 5553. History of Medicine** Worldwide survey of medicine, disease, and health from prehistoric times to the present.

**HIST 5613. Seminar in Global History** Intensive research seminar examining major questions in global history. May be repeated for credit with different subtitle.



**HIST 5713. Computers in the Social Studies Classroom** Experience in evaluating, creating and using history websites and software, and developing computer presentation skills for the social studies classroom. No prerequisites.

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

## Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

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.

Matthew Costello	1/19/2018		ENTER DATE
<b>Department Curriculum Committee Chair</b>		<b>COPE Chair (if applicable)</b>	
Veena Kulkarni	1/19/2018		ENTER DATE
<b>Department Chair:</b>		<b>Head of Unit (If applicable)</b>	
Warren Johnson	1/24/2018		ENTER DATE
<b>College Curriculum Committee Chair</b>		<b>Undergraduate Curriculum Council Chair</b>	
Gina Hogue	1/25/2018		ENTER DATE
<b>College Dean</b>		<b>Graduate Curriculum Committee Chair</b>	
	ENTER DATE		ENTER DATE
<b>General Education Committee Chair (If applicable)</b>		<b>Vice Chancellor for Academic Affairs</b>	

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

Joseph Rukus, Dept. of Criminology, Sociology, and Geography, [jrukus@astate.edu](mailto:jrukus@astate.edu) 870-972-2288

**2.Proposed Change**

We would like to create a list of approved electives for the MA in Sociology which includes the following courses:

- CRIM 5313 Seminar on Organized Crime
- CRIM 6133 Police and Society
- CRIM 6233 Criminal Justice Systems
- CRIM 6403 Seminar in Juvenile Delinquency
- CRIM 6513 Seminar in Community and Institutional Corrections
- CRIM 6523 Seminar in Criminal Behavior
- SOC 5273 World Population and Society
- SOC 560V Special Problems
- SOC 6003 Perspectives on Death and Dying

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**

Form Revised: 09/05/2017

SOC 6063 Sociology of Disasters  
SOC 6073 Sociology of Family Violence  
SOC 6103 Social Change  
SOC 6113 Seminar in Contemporary Sociology  
SOC 6123 Aging, Law and Social Issues  
SOC 6203 Social Psychology  
SOC 6213 Sociology of Education  
SOC 6223 Urban Sociology  
SOC 6243 Social Theory  
SOC 6253 Rural Sociology  
SOC 6263 Terrorism as a Social Movement  
SOC 6273. Social Organization  
SOC 6323 Applied Research  
SOC 6353 Qualitative Methods of Social Research  
SOC 6363 Environmental Sociology  
SOC 6373 Sustainable Developments in Modern Society  
SOC 6413 Seminar in the Family  
SOC 6423 Seminar in Race, Gender and Class  
SOC 6433 Sociology of Aging  
SOC 6443 Geographic Information Systems for the Social Sciences  
SOC 6453 Sociology of Youth Subcultures  
SOC 670V Thesis (up to 6 hours if writing a thesis)  
SOC 680V Independent Study  
(up to 2 courses outside the department as approved by graduate advisor)

### **3. Effective Date**

Fall, 2018

### **4. Justification** – *Please provide details as to why this change is necessary.*

Currently, we do not list the allowed electives in the bulletin. We like to provide a list, so students can get better clarity in their degree planning.

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## Bulletin Changes

### Instructions

Please visit <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 →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

### Graduate Bulletin 2017-2018, p. 177

University Requirements: See Graduate Degree Policies for additional information (p. 35) Program Requirements: Students electing to complete an internship, with consent of the overseeing faculty member and approval of the Department Graduate Studies Committee, may take CRIM 6603, Internship, as an elective course.

Sem. Hrs.

SOC 6303, Contemporary Sociological Theory 3

SOC 6343, Methods of Social Research 3

SOC 6383, Advanced Data Analysis 3

~~SOC~~ Electives **21 hours** ~~15-21~~

***CRIM 5313, Seminar on Organized Crime***

***CRIM 6133, Police and Society***

***CRIM 6233, Criminal Justice Systems***

***CRIM 6403, Seminar in Juvenile Delinquency***

***CRIM 6513, Seminar in Community and Institutional Corrections***

***CRIM 6523, Seminar in Criminal Behavior***

***SOC 5273, World Population and Society***

**Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

*SOC 560V, Special Problems*  
*SOC 6003, Perspectives on Death and Dying*  
*SOC 6063, Sociology of Disasters*  
*SOC 6073, Sociology of Family Violence*  
*SOC 6103, Social Change*  
*SOC 6113, Seminar in Contemporary Sociology*  
*SOC 6123, Aging, Law and Social Issues*  
*SOC 6203, Social Psychology*  
*SOC 6213, Sociology of Education*  
*SOC 6223, Urban Sociology*  
*SOC 6243, Social Theory*  
*SOC 6253, Rural Sociology*  
*SOC 6263, Terrorism as a Social Movement*  
*SOC 6273, Social Organization*  
*SOC 6323, Applied Research*  
*SOC 6353, Qualitative Methods of Social Research*  
*SOC 6363, Environmental Sociology*  
*SOC 6373, Sustainable Developments in Modern Society*  
*SOC 6413, Seminar in the Family*  
*SOC 6423, Seminar in Race, Gender and Class*  
*SOC 6433, Sociology of Aging*  
*SOC 6443, Geographic Information Systems for the Social Sciences*  
*SOC 6453, Sociology of Youth Subcultures*  
*SOC 670V, Thesis (up to 6 hours if writing a thesis)*  
*SOC 680V, Independent Study*  
*(up to 2 courses outside the department as approved by graduate advisor)*

~~Advisor-approved Electives 0-6 Sub-total 30 Total Required Hours: 30~~

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

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Dr. Robert Bradley	1/17/2018
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**Department Curriculum Committee Chair**

ENTER DATE

**COPE Chair (if applicable)**

Dr. Robert Bradley                      1/17/2018

**Department Chair:**

ENTER DATE

**Head of Unit (If applicable)**

Deanna Barymon                              1/30/2018

**College Curriculum Committee Chair**

ENTER DATE

**Undergraduate Curriculum Council Chair**

Dr. Susan Hanrahan                              1/30/2018

**College Dean**

ENTER DATE

**Graduate Curriculum Committee Chair**

ENTER DATE

**General Education Committee Chair (If applicable)**

ENTER DATE

**Vice Chancellor for Academic Affairs**

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

Dr. Robert Bradley, [rbradley@astate.edu](mailto:rbradley@astate.edu), 972-3766

**2.Proposed Change**

Change the description of the major on page 216 as well as add in a section referring to accreditation standing on the same page or page 217.

**3.Effective Date**

Summer 2018

**4.Justification** – *Please provide details as to why this change is necessary.*

The change in description will help reduce some confusion concerning when the program is to begin. For accreditation, the additions are to match the wording the accreditation body requires for schools seeking program accreditation but have yet to obtain it.

**Please note – any change to course number or course prefix should utilize the ‘Course Deletion’ form.**




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### Program of Study for the Master of Athletic Training Degree

The Master of Athletic Training (MAT) program at Arkansas State University will seek accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) **in 2018-2019**.

In 2022, the Master of Athletic Training program will be the current level of study required to meet the latest standards as set forth by the Commission on Accreditation of Athletic Training Education. This program is designed so that a bachelor's degree and prerequisite coursework are completed prior to the start of professional coursework. Once accepted to the program, students attend full time for 2 years to complete the AT degree. Graduate level study will provide an educational framework that prepares students to be successful as athletic trainers. It will provide the foundation that allows clinicians to adapt to the changing face of healthcare and to be positioned as a healthcare provider who significantly improve the health and well-being of their patients and have meaningful, purposeful career paths.

### ADMISSION REQUIREMENTS

All applicants must have a bachelor's degree. No particular field of study is required; however students are encouraged to select undergraduate majors consistent with their individual abilities and interests. Required courses in some majors such as biology and exercise science are more consistent with the MAT pre-requisite requirements.

### APPLICATIONS DEADLINES

The deadline for submitting applications ~~to ATCAS and~~ to A-State Admissions is February 1st.

### PREREQUISITES

Satisfactory completion with a letter grade of B or higher are required for admission to the MAT program.

- Medical terminology
- Anatomy & Physiology I & II (4 credits each- must include labs)
- Chemistry

**Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.**



- Physics I (4 credits- must include lab)
- Biology
- Psychology
- Statistics
- Kinesiology and/or Biomechanics

Students are encouraged to complete additional preparation courses in the hard sciences beyond the MAT prerequisites to receive additional weighting credit in the application scoring process. Students are also encouraged to complete related specialty certifications such as Emergency Medical Technician, Teaching Certification, Strength and Conditioning Specialist, Corrective Exercise Specialist or Casting Certification prior to the start of the MAT program which will enhance the admissions score. Spanish proficiency also adds points to the overall scoring total.

#### APPLICATION REQUIREMENTS

~~Arkansas State University's MAT program subscribes to Athletic Training Centralized Application Service (ATCAS). Applicants for admission to the A-State MAT program MUST apply online using the ATCAS application. In addition,~~ students must also submit an application to Graduate Admissions within the Office of Admissions, Records, and Registration. Transcripts must be sent to ~~both ATCAS~~ and Graduate Admissions.

~~ATCAS application: <http://caate.net/apply-now/>~~

Graduate Admissions: <http://www.astate.edu/info/admissions/graduate/how-to-apply/>

Once a student has submitted an application through ~~ATCAS~~ **the Office of Admissions** a review of materials will be completed by athletic training faculty. This typically will occur after March 1st

#### COURSE REQUIREMENTS

A minimum of 65 graduate course hours are required for the Master of Athletic Training Program.

**LICENSURE/CERTIFICATION REQUIREMENTS FOR STUDENT ENTRY INTO THE FIELD** The State of Arkansas requires individuals to possess the national certification by the Board of Certification (BOC) prior to issuing a permanent license to practice athletic training. Students graduating from a Commission on Accreditation of Athletic Training Education (CAATE) accredited program are eligible to take the BOC exam.

#### Accreditation

Arkansas State University is currently seeking accreditation for our new Athletic Training program which ~~and~~ is currently not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2019. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program ~~prior to accreditation~~ WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states until the program receives accreditation.

**Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.**