

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

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Joanna Healy	Phone	4743557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanna Healy

1. COURSE IDENTIFICATION:

Dept	EDSE	Course #	625	No. of Credits	3
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COURSE TITLE: Teaching Mathematics to Special Learners

2. ACTION DESIRED:

Change Course If Change, indicate below what change Drop Course

NUMBER	REF	TITLE	DESCRIPTION
CREDITS (including credit distribution)		3+0 +1	COURSE CLASSIFICATION
CROSS-LISTED		Dept.	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
STACKED (400/600) <input type="checkbox"/> Include title by name.			
OTHER (please specify)			

3. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three calendar weeks. Any course compressed into fewer than six weeks must be approved by the college or school curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify special conditions that apply):
 Mode of delivery: synchronous lecture, video, etc.

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

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

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

O = Oral Intensive, Format 6 also submitted W = Writing Intensive, Format 7 submitted Natural Science, Format 8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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

How many times may the course be repeated for credit? TIMES

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

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

EDSE F625 Teaching Mathematics to Special Learners
3 Credits
Offered Summer, AS Demand warrants
Provides assessment and instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessment and preparation of students for independent living. Field experience required. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: *(Include new title, number, unit, cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.*

EDSE F625 Teaching Mathematics to Special Learners
3 Credits
Offered Summer, AS Demand warrants
Provides assessment and instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessment and preparation of students for independent living. Field experience required. (3+0)

8. IS THIS COURSE CURRENTLY CROSS LISTED?

YES/NO No If Yes, DEPT NUMBER

(Requires written notification to each department who needs to be notified. Attach copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER PASS/FAIL

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON SUBJECT, FACULTY, SPACE, FACILITY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library to determine development of collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes 10/10/08. Library has over 300 books and numerous journals in the special education center. Request was submitted for new books and journals.

12. IMPACT ON OTHER DEPARTMENTS

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

Include information on the programs/departments contacted (e.g., email, memo)

None

13. POSITIVE AND NEGATIVE IMPACTS

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

This will have a positive impact on the Special Education program by providing more educational placements for students. Students will be aware of the help/work component of the class.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the departmental and campus-wide curriculum committee is to ensure to scrutinize course change and new course applications to make sure that the quality of OVA education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be completed if you are requesting a change in # of credits. Explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked, explain how the level of effort and performance required on part of students earning graduate credit will be as high or higher as needed. Justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Catalog needs to reflect the amount of network required for...



APPROVALS:

Signature, Chair, Program/Department of: _____ Date: 12-27-10

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

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

Signature of Provost (if applicable): _____ Date: _____

Signature, Chair, UAF Faculty Senate Curriculum Review Committee: _____ Date: _____

Signature, Dean, College/School of: _____ Date: _____

Signature, Chair, UAF Faculty Senate Curriculum Review Committee: _____ Date: _____

Signature, Dean, College/School of: _____ Date: _____

Signature, Chair, UAF Faculty Senate Curriculum Review Committee: _____ Date: _____

Signature, Dean, College/School of: _____ Date: _____

Signature, Chair, UAF Faculty Senate Curriculum Review Committee: _____ Date: _____

ADDITIONAL SIGNATURES: (AS needed for cross-listing and/or stackings)

Signature, Chair, Program/Department of: _____ Date: _____

Signature, Chair, College/School Curriculum Council for: _____ Date: _____

Signature, Dean, College/School of: _____ Date: _____

Signature, Chair, UAF Faculty Senate Curriculum Review Committee: _____ Date: _____

Signature, Dean, College/School of: _____ Date: _____

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Signature, Dean, College/School of: _____ Date: _____

Signature, Chair, UAF Faculty Senate Curriculum Review Committee: _____ Date: _____

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online at <http://www.uaf.edu/academic/curriculum/syllabus.htm>

The department and campus-wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. Items are missing or unprepared courses will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document must be distributed to the students to the discipline.

1. Course information:

- Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits)

2. Instructor (and if applicable, Teaching Assistant) information:

- Name, office location, office hours, telephone, e-mail address

3. Course readings/materials:

- Course textbook title, author, edition/publisher.
- Supplementary readings (indicate whether required or recommended) and
- any supplies required.

4. Course description:

- Content of the course and how it fits into the broader curriculum.
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is strongly recommended, and
- Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (measurable, specific)

7. Instructional methods:

- Describe the teaching techniques (e.g., lecture, discussion, group work, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

- A schedule of lectures, labs, and assignments must be attached. Be explicit that the instructor has thought this through and will not be a "lab" (e.g., do not label a class "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

- Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

- Specify how students will be evaluated, what factors will be included, their relative value, and
- how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support services:

- Describe the student support services such as tutoring, counseling, support for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

- State that you will work with the Office in this manner (2005 US VZ 414 F.C.T. 424) to provide reasonable accommodation to students with disabilities.

UAF School of Education:

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

EDSE 625: Teaching Mathematics to Special Learners

Fall 2009

Credits: 3.0

Day & Time: Tuesday 5:20-8:20

Location: Room 150 Old UPark and/or Audio Conferences, Blackboard

E-mail: jhealy7@alaska.edu

Prerequisites: none

Instructor: Joanne Healy, M.S.

Office: Gruening Building 714A

Phone: (907) 474-1557

Office Hours: Mondays 2:30-4:30 & by appointment

Required Readings

Texts:

Hudson, P. P., & Miller, S. P. (2006). Designing and implementing Mathematics Instruction for Students with Diverse learning Needs. Needham Heights, JN: Allyn & Bacon.

Bender, W. N. (2005) Differentiating math instruction: Strategies that work for K-8 Classrooms! Thousand Oaks, CA: Corwin Press.

Silva, J. A. (2003). Teaching inclusive mathematics to special learner, K-6. Thousand Oaks, CA: Corwin Press.

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

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

[Where to Turn: Governor's Council on Disabilities and Special Education](#)

[Alaska State Department of Education](#)

[Alaska Special Education Website](#)

[Special Education Handbook](#)

Websites Related to Special Education

[Council for Exceptional Children](#)

[National Clearinghouse for Professions in Special Education](#)

[National Information Center for Children, Youth, and Families](#)

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

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

Students must be proficient in math calculations and reasoning. Provides assessment and instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessments, and preparation of students for high-stakes testing. A 15-hour field experience is required.

Alignment With School of Education Mission

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

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

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

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

1. Standards

Goal: Present strategies for designing a math (NCE) plan.

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2.3 Demonstrate effective use of CBA methods to plan instructions.

2.4 Prepare appropriate IEP goals and objectives.

2.5 Prepare assessment-based lesson plans.

3. Curriculum and Instructions

Goal: Discuss curricular and instructional strategies for teaching math to student with disabilities

Outcomes:

3.1 Select appropriate research-based instructional strategies.

3.2 Prescribe explicit teaching strategies in instructional lesson plans.

3.3 Organize a math program around a professionally recognized hierarchy of skills.

3.4 Demonstrate effective use of multiple approaches to introduce topics and solve problems.

3.5 Integrate life skills and other content areas (literature, science, social studies) with mathematics instruction.

submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

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

Student Code of Conduct and Expect Classroom Etiquette

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

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

Disabilities Services

Course Rubric

Papers

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.			

- 4. Administer Key Math test to student and hand score protocol. (100 Points)**
- 5. Teach a math unit during field experience, which includes 5 lessons, and a pre and post teacher made assessment. (150 points)**
- 6. Design a curriculum based assessment. (50 Points)**
- 7. Write math 4 goals with 2 objectives for each goal for a student with a math calculation and math reasoning disability. (100 points)**

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

Assignments:

Faculty Expectations (15 Points)

Field Experience Journal (75 Points)

Reflective Paper (50 Points)

Administer Key Math test (100 Points)

Math Unit (150 Points)

Curriculum Based Assessment (50 Points)

Math Goals and Objectives (100 Points)

Total Points 540 Points

GRADING SYSTEM: The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F 59%

VI. COURSE CALENDAR

Class	Topic	Assignment	What's Due Activity
1	Course overview, syllabus, introductions, Q&A	Hudson & Miller Chap. 1 Sliva Chap. 1 Bender Chap. 1	
2	Key Math	Hudson & Miller Chap. 2 Sliva Chap. 2 Bender Chap. 2	
3	Goals for math calculation	Hudson & Miller Chap. 3 Sliva Chap. 3 Bender Chap. 3	
4	Manipulatives for math reasoning	Hudson & Miller Chap. 4 Sliva Chap. 4 Bender Chap. 4	