

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

**CHANGE COURSE FORM**

**SUBMITTED BY:**

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

**1. COURSE IDENTIFICATION:**

Dept	EDSE	Course #	410	No. of Credits	3
COURSE TITLE: Assessment of Students with Disabilities					

**2. ACTION DESIRED:**

Change Course  If Change, indicate below what change is being made to course

NUMBER	TITLE	DESCRIPTION
PREQUISITES		FREQUENCY OF OFFERING
CREDITS (including credit distribution)	410 +1	77 COURSE ASSOCIATION
CROSS-LISTED	Dept.	(Requires approval of both departments and deans involved. Add times at end of form for such signatures.)
STACKED (400/600)	Dept	Course #
Include Syllabus:		
Other please specify:		

**3. COURSE FORMAT:**

NOTE: Course hours may be compressed to less than a semester or drawn from a semester credit. Some courses compressed into drawing three weeks must be approved by the college or school's curriculum council. Furthermore, any core courses must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to 1/2 semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify in lecture, field trips, labs, etc)						

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only, use approved criteria to determine grade level for the major. 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  W = Written Intensive, Format /  Natural Science, Format /

**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 spiral theme each year)

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

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

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG (underline new words or strike through old words, and use complete catalog format including dept, number, credits, and title and credits)

EDSE F610 Assessment of Students with Disabilities  
3 Credits  
Offered Summer; As Directed  
Techniques and methods used for assessing students with disabilities. Focuses on the purpose of assessment, test terminology and statistics, and administration and interpretation of formal and informal assessment procedures. Addresses assessment issues in all Alaskan communities. (3+0)

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

EDSE F610 Assessment of Students with Disabilities  
3 Credits  
Offered Summer; As Directed  
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8. IS THIS COURSE CURRENTLY TAKEN BY ANY STUDENTS?

YES/NO  No If Yes, DEPT  NUMBER

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

9. GRADE:

LETTER:  X PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUS, FACET, RESOURCES, FACULTY, ETC?

None

11. LIBRARY COLLECTIONS

Have you contacted the library or collection development officer (lter@ak.edu, 907-495-3055) with regard to the adequacy of library/media collections, equipment, and services relevant to the proposed course? If no, give a date of contact and resolution. If not, explain why not...

No  Yes  X Our library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this program's addition? 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, 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 fieldwork component of the course.

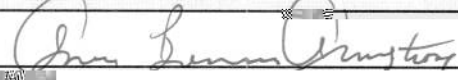
**JUSTIFICATION FOR ACTION REQUESTED**

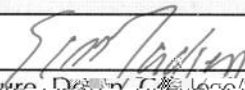
The purpose of the department and campus-wide curriculum committees is to ensure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory: if you ask for a change in credit hours, explain why; 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 a course is changing to stacked/dual credit, explain how you will maintain higher level effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Catalog needs to reflect the amount of network requirement for the course.

**APPROVALS:**

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

 Date: 9.07.2010  
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

 Date: 9/2/10  
Signature, Dean, College of Education

Signature of Provost  
Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE DEPARTMENT**

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

**ADDITIONAL SIGNATURES: (As needed for cross-listing)**

Signature, Chair, Program Department of

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

Signature, Dean, College of Education

**UAF School of Education:**  
**“Preparing professional educators who are culturally responsive, effective practitioners”**  
**EDSE 610 Assessment of Students with Disabilities**  
**Summer 2009**

**Credits:** 3.0

**Instructor:** Joanne Healy, M.S.

**Day & Time:** 8:00am- 11:00am Mon & Tue & Wed & Thu & Fri

07/12/2010 - 07/30/2010

**Office:** Gruening Building 714A

**Location:** Old Upark, 030.000.4n1DhFk0 T-695(3.)j/T:us4cfD..00026.8 0 TTW 0TJ/TT0 1 honme: Office Hours: By ap

**Required Readings**

**Texts:**

Cohen, L.G.; & Spenciner, L.J. (2007). *Assessment of children and youth with special needs*. 3

<sup>rd</sup> ed. Boston: Pearson. ISBN:020549353-X

Gould, S.J. (1996). *The mismeasure of man*. 2<sup>nd</sup> ed. New York: Norton. ISBN: 9780393314250

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

~~2009 # & 01a4x~~

[Council for Exceptional Children](#)

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

[National Information Center for Children and Youth with Disabilities](#)

[Alaska Department of Education and Early Development, special education](#)

[U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)

[Governor's Council on Disabilities and Special Education](#)

[Autism Society of America, Golden Heart Chapter](#)

[Alaska Statewide Special Education Conference](#)

List of Professional Organizations

[Council for Exceptional Children \(CEC\)](#)

The candidate will learn methods for use of assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (CEC #8, CC8S6).

The candidate will implement procedures for assessing and reporting both appropriate social behaviors of individuals with disabilities. (CEC#8, GC8S1)

The candidate will evaluate instruction and monitor progress of individuals with exceptional learning needs and develop or modify individualized assessment strategies (CEC #8, CC8S7,8).

### **Technology Focus**

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations. Assistive Technology is available for check out at the Upark Computer Lab.

### **III. INSTRUCTIONAL METHODS**

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

### **IV. COURSE POLICIES**

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

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

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## **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**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, [fydso@uaf.edu](mailto:fydso@uaf.edu), or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

## **V. ASSIGNMENTS**

### **COURSE ASSIGNMENTS**

Overview: The course texts were selected to provide a forum for discussion about issues that teachers encounter in their classrooms. We will be discussing the theories and philosophical ideas as related to reading instruction, AND we will be talking extensively about how these ideas can be applied to your students. It is very important that you read the texts and be prepared to talk about issues that were brought up, to react to ideas that you may not agree with, and to ask questions about things that were not clear. My questions and comments will be related to what you were expected to read

### **1. Field Experience Journal (50 Points)**

You are required to complete a 15-hour (NO exceptions) field experience in either the Autism Extended School Year (AESY) or Extended School Year (ESY) at Joy School. You need to sign in at the front office daily. The field experience will be completed over the length of this course and must consist of daily sessions lasting from 1 to 2 hours. You will keep a journal while engaged in this experience and turn it in via email as a word document with the most recent entry on the top.

When you first contact your cooperating teacher, discuss how you can be involved while in the classroom doing your case study observation. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal.

While you are observing in class, give the students and activities your full attention. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

Criteria	Yes (1 Pt)	No (0 Pt)
Entry dated		
Summary of day's observations, activities and professionals with		

whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

**2. Case Study (150 Points):**

There will be a lengthy description posted on the Blackboard that will act as a guide to this process. The purpose of the case study is to encourage an inquiry approach to problem solving in educational contexts. The case study will be a comprehensive look at the student from a variety of perspectives. If you are not currently teaching, please contact me immedi



## 6. Involving Families. and Report Writing

**Inquiry:** Post on the Forum: Survey of assessments used in your school. What methods of assessment are used in your school? You may want to ask some other teachers what they do to assess reading, math, and monitor progress and behavior. In addition, what standardized assessments are used for assessing achievement, intelligence, behavior, reading, and math?

## 7. Achievement & Reading

**Inquiry:** Test review Select one of the standardized tests used in your school and evaluate the test using the Table on page 68 in the text (Cohen) as a guideline. Give an overview of what the test is used for, is the test culturally responsive – why or why not. What confidence do you have in the results for use in developing interventions?

## 8. Achievement

**Discussion Board #5:** Progress report of case study

## 9. Written and Oral Language

**Discussion Board #6:** What are your views on IQ testing?

## 10. Math & Cognitive Development

## 11. Adaptive Behavior & Behavior Issues

## 12. Assessment of young children

## 13. Transition

## 14 & 15 Case Studies discussion & Course Evaluation

### **Evaluation based on successful completion of the following assignments:**

**Field Experience Journal (50 Points)**

**Case Study (150 Points)**

**Discussion Board: (25 points x 6 = 150 points)**

**Inquiries: (2 x 50 points = 100 points)**

**Total Points 450**

Percentage of these points will determine grades using the following scale.

**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**

### **COURSE OUTLINE**

Below is an outline of the course, which will serve as a guide of the sequence of assignments for candidates. I will make every effort to keep to the outline, but because good practice means adapting content to the needs of students, there may be changes to the schedule. This will always be announced and I will make an attempt to amend the syllabus. Usually this will be done in the form of an announcement. Please be sure to check with me if you have questions.



