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CHANGE COURSE (MAYOR and DEGREE COURSE REVIEW BOARD)

SUBMITTED BY:

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

1. COURSE IDENTIFICATION:

Dept	EDSE	Course #	012	No. of Credits	3
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COURSE TITLE: *Curriculum and Strategies in Low Incidence*

2. COURSE DESCRIPTION:

Change Course: If change indicate below what change. Drop Course:

NUMBER	TITLE	DESCRIPTION
PREREQUISITES		
CREDITS (including credit distribution)		
COURSE CLASSIFICATION		
CROSS-LISTED	Dept.	(Requires approval of both departments and heads involved. Add initials at end of form for such signatures.)
STACKED (yes/no)	Dept.	Course #
Include syllabi.		
OTHER (please specify)		

3. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's 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 all that apply)

Mode of delivery (specify lecture, field trips, labs, etc)

4. COURSE CLASSIFICATIONS:

For undergraduate courses only. Use appropriate course number on page T-7 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

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 this course be repeated for credit? TIMES

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

EDSE F612 Curriculum and Strategies I: Low Incidence

Course Prerequisites

Offered Summer; As Demand Warrants

Development, implementation and evaluation of Individual Education Program (IEP) plans for students with intensive needs. Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in all Alaska communities. Field experience required. (3+0+1)

7. CURRENT CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use underline changes to indicate inclusion of new, changes and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses, syllabus must clearly indicate differences in required work and evaluation for students at different levels

EDSE F612 Curriculum and Strategies I: Low Incidence

3 Credits

Offered Summer; As Demand Warrants

Development, implementation and evaluation of Individual Education Program (IEP) plans for students with intensive needs. Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in all Alaskan communities. Field experience required. (3+0+1)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO No

If Yes, DEPT

NUMBER

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

9. GRADING SYSTEM: Specify only one

LETTER

PASS/FAIL

10. ESTIMATED IMPACT

Will this have a positive, neutral, or negative impact on the program?

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kjensen@alaska.edu; 474-6695) with regard to the adequacy of library/media collections, equipment, and services? If not, explain why not.

No

Yes

10/10/00. Contacted nas with 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. IMPACTS ON PROGRAMS/DEPT'S

What programs/departments will be affected by this proposed action? Include information on the programs/departments contacted (e.g., email, meeting)

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 and varied special education placements for students. Students will be aware of the new work component of the class.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committee is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. Was section added to be self-explanatory or to ask for a change in content, explain why you are 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 courses, explain how the new course will meet the performance required on part of students earning graduate credit. Is as much practice as needed to be fully prepared for the next course? What has been done to ensure the quality of the course is not compromised as a result?

Catalog needs to reflect the amount of fieldwork required for the course:

APPROVALS:

[Signature] Date: 1-24-17
Signature, Chair, Program/Department of:

[Signature] Date: 9.07.2015
Signature, Chair, College/School Curriculum Council for:

[Signature] Date: 2/26/17
Signature, Dean, College/School of:

Date:
Signature of Provost (if applicable)

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

ALL SIGNATURES MUST BE OBTAINED PRIOR TO

Date:
Signature, Chair, IAF Faculty Senate

ADDITIONAL SIGNATURES: (as needed for cross-listing and/or stay)

Date:
Signature, Chair, Program/Department of:

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

Date:
Signature, Dean, College/School of:

UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE 612 Curriculum & Strategies I: Low Incidence
Summer 2010

Credits: 3.0
06/01/2010 - 07/02/2010

Instructor: Joanne Healy, M.S.
Office: Gruening Building 714A

- [Alaska Federation of Natives](#)
- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)
- [Justice Center Website](#)

List of Professional Organizations

- [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

Candidate must be proficient in assisting students individually and in small group classroom settings. Development, implementation, and evaluation of Individual Education Program (IEP) plans for students with intensive needs (e.g., autism, mental retardation, traumatic brain injury, orthopedic disabilities, health impairments, sensory impairments, multiple disabilities). Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in all Alaskan communities. 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.

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. You will utilize the assistive technology we have available in the computer lab during your fieldwork and report back its effect.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

Topic: Individuals With Disabilities Education Act (IDEA) and Ramifications for Education Practice

Goal #1: Students will gain knowledge about the history and development of special education and federal mandates that provide special education for individuals with disabilities.

Student Learning Outcomes:

- a. Students will be able to identify services that are guaranteed to students with low incidence disabilities and their families under state and federal laws and will know how to access state and federal regulations pertinent to the Individuals with Disabilities Education Act.
- b. Students will be able to understand that an Individual Education Plan is a legal document detailing the educational program and required support services for a student with disabilities.

Topic: Classroom and Instructional Modifications/Differentiation to Meet the Individual Needs of Children

Goal #2: Students will gain knowledge of differentiated instruction and understand that the framework for differentiating the curriculum entails asking: What will we teach? How will we teach? How will we measure progress? What modifications will be made to meet the needs of individual children?

Student Learning Outcomes:

- a. Students will understand that instruction must be differentiated to accommodate differences in student intelligence, perception, and cognitive style.
- b. Students will understand that an individual student's development may differ from typical development patterns and thus will require collaboration with specialists to plan and implement appropriate learning experiences.
- c. Students will understand that all children need a stimulating, inclusive, and safe learning environment.

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, field work, classroom observation and participation.

IV. COURSE POLICIES

Attendance and Class Participation cntiateentsand particet to

are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and 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

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and the Alaska Statewide

are aligned to the Annual Goals); and (d) Educational Objectives (that allow us to measure Adam's progress toward mastering each Annual Goal).

Read: Dorris, M. (1990). *Broken cord*. New York: Harper Collins.

Develop a Present Level of Educational Performance (PLEP) statement for Adam. The PLEP *is the starting point from which the school year's progress is to be measured* in the areas of reading, writing, math, and often, social skills (or, in the case of some students with more severe disabilities, independent living skills). You must *briefly* describe Adam's (a) age; (b) disability; (c) interests and strengths; (d) present skills in the area of reading (i.e., what Adam *can already do* in the area of reading, and, if appropriate, what he cannot yet do); (e) present skills in the area of writing (what Adam *can already do* in the area of writing, and, if appropriate, what he cannot yet do); (f) present skills in the area of math (what Adam *can already do* in the area of math, and, if appropriate, what he cannot yet do); (g) life skills Adam already possesses (and, if appropriate, life skills he has yet to develop); and (h) any health and/or medical concerns (e.g., identify any medications Adam takes).

Develop **ONE** Annual Goal for **EACH** of the following areas: (a) reading; (b) writing; (c) math; and (d) life skills. **ALL ANNUAL GOALS MUST BE OBSERVABLE AND MEASURABLE**. Refer to the matrix on page 65 of the Bateman & Herr (2005) text, *Writing Measurable IEP Goals and Objectives*.

Align

BASIC COMPONENTS OF A LESSON PLAN & EXAMPLE OF A LESSON PLAN WITH ADAPTATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

Lesson Plan: Tlingit Totem Poles

Grade : 5

OBJECTIVES OF LEARNING EXPERIENCE in terms of outcomes for students. What will students learn? What are your goals for the students' learning?

Students will learn about Tlingit totem poles.

Alaska Content Standards this lesson addresses

English/Language Arts Standard C.5

C.5. When working on a collaborative project:

- take responsibility for individual contributions to the project;
- share ideas and workloads;
- incorporate individual talents and perspectives;
- work effectively with others as an active participant and as a responsive audience; and
- evaluate the processes and work of self and others.

History: Standard B.1

B.1. Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

- human communities and their relationships with climate, subsistence base, resources, geography and technology;
- origin and impact of ideologies, religions and institutions upon human societies.

The Arts: Standard A.5

A.5. Collaborate with others to create and perform works of art.

ASSESSMENT by teacher to determine if objectives have been realized. How will you know if students met your purpose? What will you look for in the students' behavior?

Observation: The teacher will circulate around the room and observe the children as they work in small groups to create their totem poles.

Interview: The teacher will ask each child questions to determine his or her understanding of the content of this lesson.

Artifact Analysis: The teacher will develop a rubric. The teacher will use this rubric to evaluate each group's totem pole.

MATERIALS to be used in the lesson

- Picture books about Tlingit totem poles and children's books about the animals commonly depicted in Tlingit art (for example, Raven, Eagle, Beaver, Frog, Orca, Wolf, Shark, etc.)
- Measurement instruments (e.g., rulers, measuring tape, yard sticks, etc.)
- Poster paper, drawing paper, construction paper
- Pencils, magic markers, oil pastels
- Scissors

Journal 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.	

Name: _____

School: _____

Time Sheet / Log for Field Experience

Date	Time In / Time Out	Cooperating Teacher's Signature

Evaluation:

40 points 4 Novel Reflective Papers (10 points each)

20 points Individualized Education Program (IEP) for “Adam Dorris”

20 points Lesson Plan based on Alaska Native Traditions with Adaptations for Adam Dorris

75 points Field Experience Journal

20 points Assistive Technology Report.

175 Total Points

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

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
Week 1	Course overview, syllabus, introductions, Q&A Overview of Autism Discuss Lesson Plan Individualized Education Program (IEP) for Adam Dorris	Read Smith et al. Chap. 9 Read: <i>The curious incident of the dog in the night-time.</i> Read: <i>Writing measurable IEP goals and objectives.</i>	Reflective Paper on <i>The curious incident of the dog in the night-time</i>
Week 2	Fetal Alcohol Syndrome Intellectual Disabilities Communication Disorders Stuttering Hearing Impairment	Read: Broken Cord Read: Smith et al. Chap. 7, 11	Reflective Paper on Broken Cord
Week 3	Students with Low-Incidence Disabilities: Sensory Impairments, Traumatic Brain Injury, and Other Severe Disabilities	Fadiman, Read <i>The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures.</i> Read: Smith et al. Chap. 10	Reflective Paper on <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures</i>

Week 4 Students with Autism

Blackboard Discussion

Week 1

Questions about Cody (An Individual with Autism)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 9, “Teaching Students with Autism Spectrum Disorders” (pages 276-303).

Review the scenario about Cody that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. Is there a preferred placement for children with autism?
2. What kinds of supports should be available for Cody to facilitate her success in the general education classroom?
3. Is a child ever ready for inclusion or does the school have to make the placement decision and provide the necessary supports to make it work?

Week 2:

Questions about Jason (An Individual with Mental Retardation)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 7, “Teaching Students with Intellectual Disabilities” (pages 210-237).

Review the scenario about Jason that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. How can Jason’s curriculum include peers who are not disabled and use the functional curriculum designed by special educators?
2. How can the curriculum balance short-term objectives and preparation for competitive employment and independent living?
3. What strategies can enhance a positive influence from peers?
4. What available community resources will aid his transition to independent living?

Questions about Parker (A Person Who Stutters)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 11, “Teaching Students with Communication Disorders” (pages 350-383).

Review the scenario about Parker that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. What should Mr. Parker tell the students in his classroom about stuttering?

2. What could Mr. Parker and Mrs. Woods do to help David better interact with his peers in settings other than the classroom?
3. Should Mr. Parker expect David to give oral reports in front of the class? Why or why not?
4. Why would asking David to “slow down” or “relax” not help him to speak more fluently?

Week 3:

Questions about Manuel (An Individual with a Hearing Impairment)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 10, “Teaching Students with Low Incidence Disabilities: Sensory Impairments, Traumatic Brain Injury, and other Severe Disabilities” (pages 304-349).

Review the scenario about Manuel that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. What kind of special skills does Manuel’s third grade classroom teacher need in order to meet Manuel’s educational and social needs?
2. What can Manuel’s teacher do to help him improve his social skills?
3. What skills are critical for Manuel to have in order to be successful in higher grades that focus on content topics?

Week 4-6: Group Discussions:

We will review these adaptations and then consider the students you are observing at Joy school and determine what additional, if any, adaptations they would need to complete your lesson plan.

ADAPTATIONS. How will students with disabilities be fully included in all activities related to this lesson?

Student: **Shaniqua** is an eleven-year-old student with **mental retardation** (her I.Q. is 49). Shaniqua has **Down syndrome**.

Present Level of Educational Performance: Shaniqua knows the letters of the alphabet; she can recognize her name in print and write her name; she is, otherwise, a non-reader. She enjoys art activities, but has poor eye-hand coordination and struggles with tasks that require advanced fine motor skills; she has difficulty gripping pencils, crayons, markers, paintbrushes and scissors. Shaniqua is a very social young person who enjoys the company of others.

Adaptations: The teacher or educational assistant will read the children’s books aloud to Shaniqua and ask her questions about each story to check for comprehension. The teacher will provide her with a pencil, markers, paintbrush and scissors that have been adapted so that they are easier to grip. The teacher will conduct a **task analysis** that breaks down all activities in the art component of the lesson into a sequence of discrete, individual skills. The teacher or educational assistant will demonstrate these skills to Shaniqua before asking her to complete each discrete task involved in the *paper mache* activity. The educational assistant will provide “one-

Student: **Jose** is an eleven-year-old student with a **hearing impairment**; he wears hearing aids in both ears; he also reads lips.

Present Level of Educational Performance: Jose reads (i.e., comprehends and decodes) at the second grade level. Jose has good interpersonal skills and works well with others.

Adaptations: Jose will be seated in the front of the classroom near the teacher and Elder so he can clearly see their faces (and read their lips) when they are speaking. He will stand near the teacher on the tour of the museum (so he can read the teacher's lips). Jose will participate in all other activities without adaptations.

Student: **Maria** is a ten-year-old student with a **visual impairment**. Maria is **legally blind**.

Present Level of Educational Performance: Maria comprehends text (in Braille) at the third grade level. Maria has good interpersonal skills and works well with others.

Adaptations: The teacher will use a Braille Embosser (the Braille equivalent of an ink printer) to "translate" the books about Tlingit totem poles the animals commonly depicted in Tlingit art from text into Braille. Maria will read the same books as her classmates, but in Braille instead of text. She will go to the museum with the rest of the class. Maria will be allowed to touch Tlingit masks and totem poles at the museum (so she can feel,

engaged in computer-based activities. He becomes extremely upset when his hands get dirty; he, therefore, refuses to participate in *paper mache* and painting activities (or any other activity that he believes might get his hands dirty).

Adaptations: The teacher or teaching assistant will read the children's books aloud to Joshua and ask him questions about these stories to check for comprehension. He will also work with the remedial reading specialist on a number of remedial reading activities using computer-based technologies and these same books. Joshua will be present for all class discussions related to Tlingit totem poles. The teacher, Elder or educational assistant might ask Joshua a direct question during the class discussions, but they will allow him to "pass" if he does not wish to speak.

Joshua will not participate in the small group cooperative art-based activity and will not use *paper mache*, oil pastels or paint to create the totem pole; instead, he will use creative arts-based software to develop a two-dimensional totemic design; he will also create a three-dimensional totem pole using Lego blocks. An educational assistant will "shadow" Joshua at the museum to make sure he does8ie63.805 Tc -0.00147 LStudent:0.0-13