

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


[REDACTED]

JUSTIFICATION FOR ACTION REQUESTED

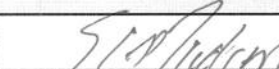
The purpose of this department and program is to ensure the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in textbooks, explain why, and why increasing the amount of material covered in the class? If you do not propose a change, it is because the material is covered elsewhere in the course. If the course is changing, it is because of a change in the 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 diminished as a result.

Catalog needs to reflect the amount of new work required for the course.

APPROVALS

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

 Date 9-15-10
Signature, Chair, College/School Curriculum Committee: _____

 Date 9/8/10
Signature, Chair, _____: _____

Date _____
Signature of Provost/Supervisor: _____

Offerings above the level of approved programs must be approved in advance by the relevant _____

ALL SIGNATURES MUST BE OBTAINED BY THE UNIVERSITY GOVERNANCE OFFICE.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee.

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

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

Date _____
Signature, Chair, College/School Curriculum Committee: _____

Date _____
Signature, Dean, College/School: _____

UAF School of Education:

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

**EDSE 422/EDSE 622: CURRICULUM AND STRATEGIES II: HIGH
INCIDENCE
Spring 2009**

Credits: 3.0

Day & Time: Mondays, 5:15-8:15

Location: Room 150, Old UPark and via distance delivery

Phone: 474-1557

Office Hours: Mondays 2:30 – 4:30 & By Appointment

Prerequisites: none

Required Readings

Bateman & Hurr, Writing Measurable IEP Goals and Objectives. Attainment Co. Inc.
ISBN: 1578611490

Bender, W. Differentiating Instruction for Students with Learning Disabilities. Corwin
Press. ISBN: 9781412954464

Sousa, D. How the Special Needs Brain Learns. Corwin Press, Inc. ISBN: 0761978518

Taylor & Smiley, Exceptional Students: Preparing Teachers for the 21st Century.
McGraw-Hill Higher Education. ISBN: 9780072866373

Tools: Differentiated Instruction by Karen Burggraf, MEd. (laminated card) Firelight
Books Multi-sensory Teaching, Modifications, & Intervention Strategies Wheels.

Additional website and supplemental text/journal recommended readings will be assigned
by the instructor dependent on guest speakers and 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 and Youth with Disabilities](#)

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

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

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

[Alaska Statewide Special Education Conference](#)

[National Down Syndrome Society](#)

[Iris Center](#)

[IDEA Partnership](#)
[National Center on Response to Intervention](#)
[U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
[ASHA Podcasts](#)
[Center for Disease Control \(CDC\)](#)
[Stone Soup of Alaska](#)
[Classroom Design](#)

Websites Related to Alaska Native Studies

[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 \(ASHA\)](#)

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 the relationship between developmental stages of growth and the special educational differentiations needed for students with exceptional needs.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

responsibility for recognizing and initiating the referral process for a child who is not succeeding in the classroom.

c. Students will be able to understand that a teacher must apply learning theory in practice to accommodate differences in how students

program for each student with an identified disability that interferes with the student's learning.

b. Students will understand that children with diverse skills from diverse backgrounds share many commonalities as well as differences and require that instructional opportunities be created and adapted to meet the needs of the diverse students.

c. Students will understand that ethnographic observations are a vehicle for objective analysis of children and teaching practices and that the use of critical thinking in the reflective process enables the student to more readily connect theory to practice.

d. Students will understand that a personal philosophy of education integrates beliefs and goals about working with children with disabilities in an inclusive setting. Students will prepare a written philosophy of special education that will be incorporated into their overarching philosophy of education. After additional experience during the internship year, the philosophy will be revised and modified.

III. UAF, State and National Standards Directly Addressed and Assessed in EDSE 422

Alaska Teacher, Student, Cultural Standards Directly Address in EDSE 422

Alaska and UAF School of Education Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools targeted in EDSE 422 (In order of priority): 2 (Learning Theory), 3 (Diversity), 5 (Assessment), 6 (Classroom Environment), 7(Families and Community), 1 (Philosophy), 8 (Professional Development) and 4 (Content Knowledge)

Alaska Cultural Standards for Students targeted in EDSE 422: A, B, C, D, and E

Alaska Student Content Standards for Students targeted in EDSE 422: History, Government and Citizenship, Skills for a Healthy Life, Science, and Technology

NCATE (National Council for Accreditation of Teacher Education) Standards for Elementary Teacher Preparation (May 2000) targeted in EDSE 422: Standards 1, 3, 4, and 5

NCATE Standard 1: Development, Learning, and Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

NCATE/ACEI Standard 3.2: Adaptation to Diverse Students

Candidates understand how elementary students differ in their development and approach to learning and create instructional opportunities that are adapted to diverse students.

NCATE Standard 3a: Integrating and Applying Knowledge for Instruction

Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

NCATE/ACEI Standard 3c: Development of Critical Thinking, Problem Solving, and Performance Skills

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills

NCATE Standard 4: Assessment for Instruction

Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

NCATE/ACEI Standard 5.3 Collaboration with Families

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

day) Due weekly

Field Project All students are required to complete 15 hours of fieldwork. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required. Students will reflect on the teaching style and effective teaching strategies used by their supervising teacher. Each student will be asked to complete a differentiated instruction short unit/lesson that they will teach at their fieldwork site. (Log/journal and Unit 50 points)

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that 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 Student Code of Conduct apply to all members of the UAF School of Education. See the Student Code of Conduct for more information.

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

Group Discussion on readings. Guest Speaker: Math teacher

Class 11: Group IEP Presentations. **693 Individual IEP presentations due** Classroom management and Social Skills strategies presentation. Read Chapter 11.

Guest Speaker: FNSBSD Coordinator Emotionally Disturbed.

Class 12: Community Resources Project due, be ready to share. Read chapter 11 Look up the dyslexia, dysgraphia, and dyscalculia on the Internet and be ready to share what you have learned. What's Dys? (Dyslexia, Dysgraphia and Dyscalculia) all about?

Guest Speaker: FNSBSD Autism teacher

Class 13: Mini-Unit/Lesson Presentations if needed. Read Chapter 13.

Class 14: Classroom Management Plan due. Assessments and Evaluation Presentation.

Guest Speaker:

Class 15: Course evaluations. All assignments are due today. Final Presentations, Journals, Mini Units/Lessons and Logs from Fieldwork due. Final test.

VII. EVALUATION/GRADING POLICY

Grading Policy

Course Evaluation procedures are at the discretion of the instructor. This course is graded on a scale of A-F with grades based upon examinations which cover course content from assigned readings, class activities, projects as well as related lecture material, videos, or any class handouts, individual and group presentations, plans, projects, field experience, and class participation. The instructor will provide Rubric for more specific information on how each assignment will be graded.

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

EDSE 422

Weekly Exams—25 points each	(350 points)
Disability Presentation	(25 points)
Intervention Plan	(25 points)
Group Individual Education Plans	(25 points)
Community Resource Guide	(20 points)
Classroom Management Plan	(20 points)
Group 504 Plan	(25 points)
Attendance 3 points per meeting (including final) Weekly	(45 points)
Field Experience Project (Log/Journals/Teach Unit)	(50 points)
Total	585 points

Graduate Level students will be expected to do the group projects (Interventions, 504s, IEPs) individually, do three IEPs (LD, ADHD, ED) and a 5 page research paper on the many roles a special educator, time management, and behavior management.

EDSE 693

Weekly Exams—25 points each	(350 points)
Disability Presentation	(25 points)
Intervention Plan	(25 points)
Three Individual Education Plans	(75 points)
Community Resource Guide	(20 points)
Classroom Management Plan	(20 points)
504 Plan	(25 points)
Attendance 3 points per meeting (including final) Weekly	(45 points)
Field Experience Project (Log/Journals/Teach Unit)	(50 points)
Research Paper	(65 points)
Total	700 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%

Effective Spring 2009