

Submit originals

FORMAT 2

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

learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Stacked with EDSE F422. (3+0+1)

7. *COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:*

EDSE F422 Curriculum and Strategies II: High Incidence

3 Credits

~~Offered Spring As Demand Warrants~~

~~Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required. Prerequisites: ED F201; EDSE F482. Stacked with EDSE F622. (3+0+1)~~

Offered Fall; Spring; Summer

Examines methods of instruction and strategies for addressing the needs of students with mild learning behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Additionally, development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Prerequisites: Introduction to education course (e.g., ED F201, EDSC F205) or instructor approval. Stacked with EDSE F622. (3+0+1).

EDSE F622 Curriculum and Strategies II: High Incidence

3 Credits

~~Offered Fall As Demand Warrants~~

~~Development, implementation support and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention/deficit hyperactivity disorder, specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. Stacked with EDSE F422. (3+0+1)~~

Examines methods of instruction and strategies for addressing the needs of students with mild learning behavior problems. A theoretical basis for selecting approaches is presented along with

Attach a copy of written notification.

9. **GRADING SYSTEM:** *Specify only one.*

LETTER: PASS/FAIL:

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

APPROVALS: (Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: Maureen P. Harty Date: 9/25/12

Signature, Chair, College/School Curriculum Council for: School of Education Date: 9/25/12

Signature, Chair, College/School Curriculum Council for: School of Education Date: 9-26-12

Signature, Chair, College/School Curriculum Council for: School of Education Date: 9-26-12

Signature, Chair, College/School Curriculum Council for: School of Education Date: 9-26-12

Signature, Chair, College/School Curriculum Council for: School of Education Date: 9-26-12

Signature of Provost (if applicable) Date: _____

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UAF School of Education:
*“Preparing professional educators who are culturally responsive, effective
practitioners”*

[IDEA Partnership](#)
[National Center on Response to Intervention](#)
[U.S. Dept. 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 \(CEC\)](#)

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

Students who successfully complete this course will demonstrate appropriate levels of proficiency in relation to the following standards. The specific performance competencies for each standard are included in the School of Education Handbook.

Alaska Teacher Standards: 1, 2, 3, 5, 6, and 7

Alaska Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools: 2, 5, 6, and 7

Alaska Cultural Standards for Students: A, B, C, D, and E.

Major Topics

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

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

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IV. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including: distance delivery, asynchronous instruction via audio or eluminate live, interactive blogs, twitter feeds, small group collaborative projects, internet research, reading assignments, student presentations, classroom observation and participation.

V. COURSE POLICIES

Course Requirements

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 474-5655, email: uaf-disabilityservices@alaska.edu or visit <http://www.uaf.edu/disability/> 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.

Please place your cell phones on vibrate. Students may bring their laptop computers to class to use for class research and taking notes. Please be sure that all classroom computer use is restricted to classroom assignments only.

VI. ASSIGNMENTS

1.

conventions. The entry should average a full page and has a maximum point value of 5.

12. Reflective Paper Rubric on next page. Must be edited at Writing Support Center and signed. As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make education your future career. It will 6(t)S (eer)yo

Rubrics for Papers and Critiques

	UNSATISFACTORY 0-5	BASIC 6	PROFICIENT 8	DISTINGUISHED 10
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

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 presentations, plans, projects, field experience, and class participation.

EDSE 422 Evaluation is based on a percentage of the total class points listed using the following grading system.

	Possible Points
Introduction	5
Faculty Expectations	5
15 Blog Entries	30
Chapter Exams—15 points each	225
Disability Presentation & Posting	20
504 Plan	20
Intervention Plan & Posting	20
Individual Education Plan & Posting	30
Community Resource Guide & Posting	20
Classroom Management Plan & Posting	20
Field Experience Project (Log/Journals/Lesson Presentation)	75
Reflective Paper Including Writing Center	60
Total	530 points

EDSE 622 Graduate Level students

	Possible Points
Introduction	5
Faculty Expectations	5
15 Blog Entries	30
Chapter Exams—15 points each	225
Disability Presentation & Posting	20
504 Plan	20
Intervention Plan	20
Three Individual Education Plans (LD, OHI, SED)- 30 pts each	90 (draft plus final)
Community Resource Guide /Posting	20
Classroom Management Plan & Posting	20

