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4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

5. STANDARDS

Professional

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions
X	3. Teachers know the	#3 Individual Learning

	content they teach.	Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions
X	4. Teachers facilitate learning for their students.	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity
X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions

SPED: General Curriculum

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the <u>Policies Governing Services for Children with Disabilities</u> . Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.
<ul style="list-style-type: none"> • Know the <u>Policies Governing Services for Children with Disabilities</u> • Understand the placement process from referral to delivery of services • Know the typical characteristics of students in each disability category. • Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students’ prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.
<ul style="list-style-type: none"> • Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring. • Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction. • Assess students’ reading performance by obtaining measures of phonemic awareness,

letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
<ul style="list-style-type: none"> • Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
<ul style="list-style-type: none"> • Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
<ul style="list-style-type: none"> • Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.
<ul style="list-style-type: none"> • Demonstrate how to teach social skills using explicit and systematic instruction.
<ul style="list-style-type: none"> • Demonstrate competency to design a self-management program and instruct students on implementation of program.
<ul style="list-style-type: none"> • Know research-validated cognitive learning strategies.
<ul style="list-style-type: none"> • Know research-validated meta-cognitive learning strategies.
<ul style="list-style-type: none"> • Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
<ul style="list-style-type: none"> • Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.
<ul style="list-style-type: none"> • Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
<ul style="list-style-type: none"> • Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
<ul style="list-style-type: none"> • Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
<ul style="list-style-type: none"> • Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

Graduate

Standard 1: Teacher Leadership

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

Teacher leaders will know and be able to:
• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
• Facilitate mentoring and coaching with novice teachers.
• Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
• Participate in professional learning communities.

Standard 2: Respectful Educational Environments
Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.
Teacher leaders:
• Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
• Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
• Facilitate and model caring and respectful treatment of individuals within the learning community.
• Demonstrate knowledge and understanding of diverse world cultures and global issues.
• Encourage high expectations for all students.
• Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise
Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.
Teacher leaders:
• Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
• Model the integration of 21st century content and skills into educational practices.
• Develop relevant, rigorous curriculum.

Standard 4: Student Learning
Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.
Teacher leaders:
• Seek out and use existing research to inform school practices.
• Design action research to investigate and improve student learning and school policies and practices.
• Model technology integration that supports student learning.
• Critically analyze student and school performance data to determine needs and plan instruction that is

rigorous, coherent, and substantiated within a theoretical and philosophical base.
Standard 5: Reflection
Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.
Teacher leaders:
• Promote an educational culture that values reflective practice.
• Model the development of meaningful professional goals.
• Model personal and professional reflection to extend student learning and school improvement.

6. GENERAL REQUIREMENTS

Special Education 530D1 participants are required to complete the following:

1. In depth Questions for each Unit—
2. Discussion Board Questions for each Unit –
3. Definition of Key Terms for each Unit—
4. Mid Term Examination—
5. Research Paper---
6. Final Examination--

7. EVALUATION CRITERIA

Grading Values in Points-- Graduate Level

To receive any final credit for the course (regardless of points earned for individual assignments, all assignments must be completed and be of acceptable quality in nature, including written expression exhibited). Please do not plan to submit late assignments. Incomplete grades are not acceptable except for emergency situations at the end of the course. Persons who fail to make adequate progress will be requested to withdraw from the course according to University regulations. To receive any final credit for the course (regardless of points assigned to each assignment), you must first complete all assignments, and they must show quality of thought and written expression (grammar, syntax, spelling, etc.) Course Grading System: The chart below presents the grading system that is to be used for the course:

Grading Values in Points

Key Terms ----- (2 points each) ---120 points

In Depth Text Questions----- (4 points each) ---120 points
 Discussion Questions ----- (4 points each) -----60 points
 Mid Term Examination-----104 points
 Research Paper-----75 points
 Final Examination-----105 points
 Total points-----584 points

Grading Scale:

A = 90-100% of possible points ----- 526---584 = A

B = 80-89% of possible points ----- 467--525 = B

C = 70-79% of possible points-----409---466= C

F = below 70% of possible points-----408 and below = F

8. COURSE OUTLINE (with Assignment Schedule)

- Unit 1-Framework of Exceptionality
- Unit 2-Diversity and Exceptionality
- Unit 3-Parent/Family Support Systems
- Unit 4-High Incidence Exceptionalities
- Unit 5-Low Incidence Exceptionalities

Before you begin, read all materials presented in this section below very carefully. Please read all announcements carefully each time you log on.

Before you begin the course assignments, it is very important that you become familiar with the course layout, where every component of the course is located, and how to access and submit all vital information. Take the time (about 2 hours) to find everything, so you will not miss vital content. Browse through the layers of information behind the menu buttons located on the left hand side of your screen. When you are comfortable that you can navigate and access all portions of the course, you may begin.

Be sure that you are accessing all course materials. Find and read this material. It is crucial to the content of the course. The course material is self-contained. The unit numbers do not correspond to the chapters in the text, but the text and other readings support the units. When studying each unit, find and match unit topics with text contents.

Please adhere to the time schedule. Do not wait until something is I do not plan to issue grades of Incomplete as this is inconvenient to all involved. Do not plan to submit late projects or exams. I reserve the right to lower grades on late papers.

PLEASE NOTE:

I reserve the right to monitor student access to the course site. Students failing to access the course in a regular and timely manner or to maintain adequate progress according to the due dates may be asked to withdraw from the course. Students who see that they are unable to complete course requirements in a timely manner should withdraw according to University regulations and schedules. Incomplete grades are not appropriate for persons who do not complete the majority of course requirements.

IF YOU SEE THAT YOU ARE UNABLE TO DEVOTE THE TIME NEEDED TO COURSE COMPLETION, YOU NEED TO WITHDRAW IN THE APPROPRIATE MANNER ACCORDING TO UNIVERSITY REGULATIONS AND TIMELINES.

It is your responsibility to know and follow the timelines given in Blackboard for the due dates for the class. Do not plan to submit late work or Discussion Board entries.

- 1. Group Meetings-** Initial meeting: TBA; if there is a need, a second meeting will be announced. These meetings are highly recommended for all participants.
- 2. Discussion Board Postings and Interactions--**You will respond to the General Discussion Forum questions located in the Assignment section of the Menu, click on Discussion Board. (When you are ready to respond to a question, click on the question and then click on Add New Strand and type in your answer and submit it.) You must answer each question by the scheduled date and reply to another students' response for that question by the same date. (When you want to reply to another student's response, click on the underlined subject line just before the peer's name (do not click on the person's name). When you are ready to reply, click on Reply, type in your response and click on submit
- 3. In Depth Text Questions (See Assignments Section) Assignments-** You will be responding to two (2) questions per text chapter (total 26 questions) in the In Depth Questions Assignment. The questions are accessible in the Course Assignment section. Each student should respond to each question him/herself, not by making group assignments or copying others' work.

Your answers will be judged on the following basis:

Are they correct and complete?

Do they reflect information given in the text or related readings?

Are they in your own words?

Are the answers comprehensive? (generally 1/2 to 3/4 of a page per answer)

Are they submitted on time?

Are they proofread (correct grammar, language, spelling, etc.)?

Enter it as a link to your files; **do not type directly into Digital Drop Box.** (Incorrect submissions may not count and you may be asked to resubmit.) Be sure to Send and not just post to the Digital Drop Box. Save all work on disk and hard drive for safety purposes.

(See the Orientation section for guidelines for posting in the Digital Drop Box. Always keep a copy of all assignments in your computer files)

4. Key Terms (See Assignment Section)

Please define each term and place each Unit in the digital drop box by the scheduled date.

5. Examinations

The course has two examinations. The mid-term covers chapters 1-7. The final examination covers chapters 8-15. Do not submit late examinations.

6. Research Paper (See Assignment Section of Blackboard course site for instructions)

7. Readings

The course content is based on required readings in the text, on the course web site, and at various designated Internet sites. All readings are required and responses to assignments must reflect information gained from the readings.

8. Course Participation

The course requires that you keep up with assignment schedules, interact with the course instructor as requested/needed, interact with fellow students in a timely manner, and submit quality work.

You may communicate with the Instructor as regularly as needed by email. You may communicate with other class members through the Discussion Board.

9. TEACHING STRATEGIES

This asynchronous Blackboard online course will involve extensive reading of the text, references and resources. There will be a minimum of one on campus meeting for Orientation. There may be other on campus meetings with the class or with individuals if needed. The class involves online mini lectures, student-instructor interaction, discussion boards, internet research, student individual and group projects and assignments. There will be two online examinations in the class.

10. UNIVERSITY POLICY ON STUDENTS WITH DISABILITIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

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