Dr. Pam Fernstrom Chaney  
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e-mail: pjfernstrom@una.edu  
Credit: 3 semester hours

Office Hours  
Monday - Thursday: 4:30 – 5:00  
Tuesday & Thursday: 1:00 – 1:30  
Tuesday online: 5:00 – 5:30

Course Prerequisites: Admission to graduate school.

Course Description: Overview of philosophy and strategies for developing and fostering collaborative partnerships between school personnel and with parents. Emphasis will be placed on using a team approach to deliver support and instruction in natural environments.

Required Readings:
- LiveText.com – Purchase a membership through the website or the book store.
- Course syllabus & Angel homepage (Go through Portal and click on My Classes).
- You will be researching additional reading material (articles & websites) and others may be assigned by the professor. Articles may be found on the UNA library’s Professional Development, ProQuest, & other virtual databases.

Course Standards & Objectives:

All requirements of EEX 630 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 630 to a Teacher Education Program, the candidate must earn a C or better. The following Alabama State Department Standards will be evaluated in EEX 630. Candidates must demonstrate:

| COE Conceptual Framework & NBPTS | AL Code # | Standards for  
290-3-3-.34 - Alabama General Rules for All Special Education Teaching Fields  
290-3-3-.35 - Alabama General Rules for Collaborative Special Education Teacher (Grades K-6) & 290-3-3-.36 (Grades 6-12) | How Assessed |
|---------------------------------|----------|-------------------------------------------------|
| CF 1 & 3  
NBPTS Core Prop.  
1 & 5 | 290-3-3-.34 (2)(j)2.(i) | Knowledge of the roles of professionals, students, and families as members of a collaborative team. | Candidate-created documents / Professor-created rubrics |
| CF 1 & 3  
NBPTS Core Prop.  
1 & 5 | 290-3-3-.34 (1)(a)12 | Knowledge of the coordination and collaboration of special education services and general education. | Candidate-created documents / Professor-created rubric |
| CF 1 & 3  
NBPTS Core Prop.  
1 & 5 | 290-3-3-.35 (1)(d)1 | Knowledge of the approaches to communicating with families. | Candidate-created documents / Professor-created rubric |
| CF 1  
NBPTS Core Prop.  
1 - 4 | 290-3-3-.35 (1)(b)1 | Knowledge of effective instructional strategies for adapting curriculum. | Collaborative Lesson Plans (LP) / COE LP & Professor-created rubrics |
<table>
<thead>
<tr>
<th>COE Conceptual Framework &amp; NBPTS</th>
<th>AL Code #</th>
<th>Standard</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 1 &amp; 3</td>
<td>290-3-3-.35</td>
<td>Knowledge of strategies for promoting coordination and collaboration between special education services and general education.</td>
<td>Candidate-created documents / Professor-created rubric</td>
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<tr>
<td>NBPTS Core Prop. 1 &amp; 5</td>
<td>(2)(j)2.(ii)</td>
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<tr>
<td>CF 1</td>
<td>290-3-3-.35</td>
<td>Validated, research-based approaches to core content area instruction.</td>
<td>Collaborative Lesson Plans / COE LP &amp; Professor-created rubrics</td>
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<tr>
<td>NBPTS Core Prop. 1 - 4</td>
<td>(1)(b)2</td>
<td></td>
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<tr>
<td>CF 1 &amp; 3</td>
<td>290-3-3-.35</td>
<td>Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).</td>
<td>Candidate-created documents / Professor-created rubric</td>
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<tr>
<td>NBPTS Core Prop. 1 &amp; 5</td>
<td>(1)(g)1</td>
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Upon completion of this course, students will also demonstrate the following additional knowledge and skills by:

1. discuss current public laws and regulations governing and/or impacting on programs for students with disabilities, focusing on those advocating collaboration between school personnel and parents.
2. describe collaborative partnerships in schools, including the roles of professionals, students, and families as members of a collaborative team.
3. Describe effective approaches to communicating with families and other stakeholders.
4. define and describe the characteristics of collaboration and consultation; describe the relationship between them.
5. describe collaborative skills, procedures, and consultation frequently used to coordinate instruction and service delivery with families, general education, school-to-work programs, related service providers, and outside agencies.
6. discuss barriers to collaboration and strategies to alleviate them.
7. define collaborative teams, describe their characteristics, and describe the different types of teams used in schools.
8. define co-teaching, describe the different approaches, and determine when each might be instructionally appropriate.
9. describe evidence-based systematic problem-solving approach used by student’s IEP and other collaborative teams.
10. identify and accommodate, modify, and/or adapt learning strategies, teaching methods, grouping patterns, materials, learning environments and equipment in the school and community to meet student needs.
11. identify and discuss safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies.
12. explain the use of technology for student assessment and assistive technology devices to support students’ with disabilities LRE in the general education classroom.
13. identify and describe resources for enhancing professional growth using technology.
14. work effectively with members of a team.

**Course Requirements:**

1. In this class you are expected to write and interact electronically in a professional manner at all times.
2. This is an online class. Part of your grade is based on your adherence to class deadlines and participation in class and team discussions and activities.
• Discussions and assignments must be submitted on time. Points will be deducted for the submission of late assignments (1/5 of the total number of points will be deducted for each complete day an assignment is late, including weekends. Partial deductions will be made for each hour an activity/assignment is late).
• Assignments will still be due if UNA is closed for any reason.
• You must learn to collaborate electronically with your classmates and assigned peers. It is each class member’s responsibility to ensure their ideas and thoughts are presented in a professional manner.
• Some of the material in this class may be highly confidential information in this class. Please adhere to the standards of confidentiality. No school district, school, teacher, or student’s names should be used in any communications with peers.
• It is each team member’s responsibility to ensure the team process and products represent the entire team. Team meetings (in person or electronically) are an extension of this class. Therefore, team members should be present and on-task during team collaborations. EVERYTHING you discuss in your team meeting is confidential information and SHOULD NOT be discussed with class peers or other students in the College of Education. Any student who misses a “collaborative” test assignment must complete the assignment without the benefit of team collaboration.
• You will be required to research topics every week either individually and/or collaboratively. Only legitimate research articles and websites may be used as references.

3. You are required to set up a LiveText account using your UNA email, use either Portal or Angel for class communication, and access supplementary materials from Angel.
4. For the purposes of this course, the week begins on Tuesday and ends on Thursday. All assignments are due by Thursday at 5:00 p.m. unless otherwise notified (by Angel email or announcement). I strongly suggest you avoid last minute submissions since they may or may not be received on time.
5. Firefox is the Web browser you should use for the purposes of this course. If you do not have it on your computer, please download it from: http://www.mozilla.com/en-US/.
6. Read assigned reading material prior to beginning class assignments and class discussions.
7. Final drafts of all products must be submitted as requested by the professor [LiveText or Angel Learning] and as either a Microsoft Word, PowerPoint, or Excel document. Students should keep an electronic file of each product before submitting it to the instructor on the specified date. If anything unforeseen happens to your product, you will be asked to submit another copy to the instructor. This is your responsibility to have an extra copy of all assignments. I recommend keeping all assignments for the semester in online storage area such as Livetext as a backup to your normal means of saving your work.
8. A professional subjective evaluation will be given based on the quality of all work completed in the class.

Grading Criteria:

1. Modules 40%
2. Team Presentation 20%
3. Team Lesson Plans 14%
4. Candidate-created documents 26%

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<tr>
<th>Point equivalent for grades</th>
<th>You may lose up to:</th>
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<tr>
<td>A (100 - 93%)</td>
<td>500 - 463 points</td>
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<tr>
<td>B (92 - 84%)</td>
<td>462 - 418 points</td>
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<td>C (83 - 75%)</td>
<td>417 - 373 points</td>
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<td>D (74 - 65%)</td>
<td>372 - 323 points</td>
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<td>F (64% and below)</td>
<td>322 and below</td>
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Standards Updated 9/2013
American’s with Disabilities Act Statement: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Course Content:

I. Rationale for inclusion & collaboration: IDEA legislation, LRE, IEPs, and special education litigation

II. What inclusion is and is not
   A. Inclusion vs. Mainstreaming
   B. Advantages
   C. Characteristics of inclusive schools
   D. Impact on students and adults

III. Collaborative partnerships to foster inclusion and deliver special education services
   A. Characteristics and models of school consultation/collaboration
   B. Typical teams in schools
   C. Collaborative teams for students with disabilities
      1. Roles & responsibilities of professionals, students, & family members of a collaborative team
      2. Effective approaches to communicating and collaboration skills to use with family members, general educators and other professionals (school-to-work programs, related service providers, and agencies)
      3. Collaborative skills and strategies for promoting coordination and collaboration between SE services, general educators, and other professionals (school-to-work programs, related service providers, and agencies)
      4. Problem solving & resolving conflicts

IV. Preparing students for the transitions
   A. Data to gather about the student from families, special and general educators, and other professionals
   B. Data to gather about the receiving general education classroom and/or other settings
   C. Scheduling students and personnel

V. Collaborative planning and co-teaching between general, special educators, and other professionals
   A. Strategies for promoting coordination & collaboration between SE services, GE, school-to-work programs, related service providers, and agencies
   B. Models of co-teaching
   C. Principles of effective curriculum design using Universal Design for Learning (UDL) & UNA COE’s lesson plan
   D. Effective instructional strategies for ALL students
   E. Making decisions about the level of accommodations, modifications, and participation
   F. Pyramid planning
   G. Accommodating/modifying instruction and assessment of students in content areas (mathematics, written expression, science, and social studies) by using research-based instructional strategies, peer mediated
Evaluation Criteria:

1. **Modules**: Each week you will be expected to read and participate in electronic class/team discussions and/or submit an assignment for Angel modules. You will be asked to post comments (respond electronically in Angel) to specific questions/scenarios, share websites and other information, and/or problem-solve with your team or individually and submit your findings. These discussions will be based on your class readings and/or your personal research. You will be evaluated on the quality of your submissions and your overall participation. The total number of possible points is 200.

2. **Candidate-Created Documents**: You will create the following documents to reflect the roles of team members (school professionals, school-to-work programs, related service providers, agencies, students, & families) when collaborating to prepare IEPs and coordinate instruction and services. These documents should reflect the sharing and participation of all team members, including parents. These documents are worth a total of 100 points.
   a. As a sending team member (special educator), you will write a structured interview and develop a separate observation form. These documents will assist you in obtaining information from a general educator, related service provider, or school-to-work personnel concerning his/her expectations for students in his/her class or setting, and how to promote more collaboration and coordination of services for students with disabilities in different settings or environments. These varied settings should be considered the “next environment” for a student with a disability.
   b. As a sending team member, you will develop a form to obtain information from a student’s parents regarding possible effective communication strategies. A second part of this form will obtain information about the student’s specific strengths and needs that are not contained in the student’s IEP. This form will be used with both the parents and any other professionals who provide instruction and/or services to the student. This student information could possibly be shared with a receiving GE or SE teacher, related service provider, or school-to-work personnel.

3. **Professional Growth Assessment & Plan**: You will assess your knowledge base and professional skills as a special educator and prepare a list of strengths and needs based on this personal assessment. Using your list of needs you will locate links for websites and other online learning that might enhance your professional growth as a collaborative special education teacher. Second, you will write a description of the information contained in the website and how it will help you to grow as a professional. This assessment and plan is worth 30 points.

4. **Team presentation**: As a team you will be expected to create a multi-media presentation that focuses on research-based instructional modifications/accommodations that pertain to your team's topic assigned in class. This “professional” presentation could be used as an inservice strategy with general and special education peers. The mutually agreed upon accommodations and modifications should be presented in a creative way using “legitimate” resources. You should adhere to the following directions:
   - Members of your team must seek approval of your accommodations and activities from the professor prior to development of the presentation. Your team should provide the instructor with a detailed outline prior to the completion of the presentation.
   - Your presentation must incorporate the use of at least 1 graphic organizer (GO) either as a before, during, or post organizer. You must also include at least three (working) hyperlinks within your presentation and a list of resources (electronic & hard copy) at the end of the presentation.
   - Each team should prepare handouts to provide to the participants. The handouts may contain information such as: (1) a description of steps involved in the modification (clear, easy-to-understand directions that a
diagnostic teacher could use); (2) a list of necessary materials; etc.

☐ Everyone in the team is expected to contribute to the presentation and each team member’s contribution to the process and product will be assessed by their teammates. It is the team’s decision how and what will be presented. Your team will be evaluated on the materials you use and points will be distributed across the following categories outlined on the presentation rubric (see Angel &/or LiveText).

☐ While planning your presentation, you will be expected to participate in at least two synchronous team chat sessions using Angel Learning. Your team is responsible for letting the professor know (by e-mail) the date and time of the online chat in advance of the chat. Points will be deducted for missing chats and any other collaborations agreed upon in advance by the team.

☐ Presentations and handouts will be submitted in Angel by one designated team member. Team evaluations will completed in LiveText and submitted individually. The assignment will be assessed in LiveText and is worth 100 points.

5. **Lesson Plans**: You will create/change lesson plans as a team and an individual to make the plans more appropriate for all students. As a team you will be revise two “typical” lesson plans from two different content areas (excluding reading). One will be provided by the professor and one will be selected by the team. As a team you will revise these plans using strategies, methods, technology, accommodations, and modifications. These plans will be altered across all aspects of the lesson, including objective(s), instructional strategies, student behavior, the resources used, and the evaluation of the objective(s). They will be evaluated by the appropriateness of the above modifications selected, plus peer-mediated instruction, 1 of 3 co-teaching models, appropriate (guided and independent) practice, and using technology. You will assess your teammates’ knowledge and collaboration skills and this assessment will be included in the total number of points. The College of Education’s lesson plan rubric will be used to assess the lesson plans, along with the additional criteria outlined above (peer mediated instruction, co-teaching model, etc.). These modified plans will be worth a total of 70 points.

**Evaluation Points:**

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<tr>
<th>Assignment</th>
<th>Possible Number of Points</th>
<th>Number of Points Earned</th>
<th>Number of Points Lost</th>
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<tbody>
<tr>
<td>Module #1</td>
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<tr>
<td>Module #2</td>
<td>Total of 200 pts.</td>
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<td>Module #3</td>
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<td>Module #4</td>
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<tr>
<td>GE / SE Documents</td>
<td>100</td>
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<tr>
<td>Professional Growth Plan</td>
<td>30</td>
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<tr>
<td>Team Presentation</td>
<td>100</td>
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<tr>
<td>2 Team Lesson Plans</td>
<td>70</td>
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Standards Updated 9/2013
Syllabus Statement and Class Honor Code
This will be submitted electronically through Angel

I have received a copy of the syllabus for EEX 630. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

I understand that EEX 630 works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous 630 student’s work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.
The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection.

The UNA College of Education prepares “Knowledgeable Practicing Professionals” who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners through collaboration, teamwork and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.
Graduates of the University of North Alabama’s College of Education are knowledgeable, practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.