University of North Alabama
EEX 640 – Methods and Materials for Students with Mild/Moderate Disabilities
Fall 2012

Dr. Pam Fernstrom Chaney

Office Hours

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Credit: 3 semester hours

Office: Monday: 3:15 – 5
Phone: Tuesday: 1:30 – 4:30
E-mail: Wednesday: 3:15 – 4:30
Credit: Thursday: 12:15 – 1:15

Course Prerequisite: Acceptance to graduate school

Course Description: Instructional strategies, materials, and curriculum useful in the effective instruction of students with mild/moderate learning cognitive, and behavioral disabilities.

Required Readings:

- Modules, readings, and research assigned each week.
- Alabama Courses of Study for grades K-6: http://www.alsde.edu
- LiveText.com – Purchase a membership through the website or the book store.
- Content on Angel – Go to UNA Portal and click on My Classes.
- Additional websites and materials may be assigned for you to read.

Course Standards & Objectives:

This course should help prepare you for beginning your National Board Certification Portfolio. Each advanced candidate should strive to practice a stringent level of self analysis of their planning and implementation of instruction.

All requirements of EEX 640 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 640 to a Teacher Education Program, the candidate must earn a C or better. The following Alabama State Department Standards will be evaluated in EEX 640. Candidates must demonstrate:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>AL Code #</th>
<th>Standard</th>
<th>Evidence / How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 1, 3, &amp; 5</td>
<td>290-3-3-.34 (2)(c)2.</td>
<td>Knowledge of student learning styles &amp; instructional strategies, including collaborative, co-teaching, and direct instruction</td>
<td>COE Lesson Plan / Rubric</td>
</tr>
<tr>
<td>CF 1, 2, &amp; 5</td>
<td>290-3-3-.35 (1)(e)1(i)</td>
<td>Knowledge of the processes for prioritizing appropriate learning goals</td>
<td>COE Lesson Plan / Rubric</td>
</tr>
<tr>
<td>CF 1 &amp; 5</td>
<td>290-3-3-.35 (1)(e)1(iv)</td>
<td>Knowledge of developmental stages of writing &amp; spelling, including the writing process; the stages of prewriting, drafting, revising, editing, &amp; publishing; the importance of the writing process in the teaching of reading, &amp; the role of writing across the curriculum</td>
<td>COE Lesson Plan / Rubric</td>
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</tbody>
</table>
Upon completion of this course, students will also demonstrate the following additional knowledge and skills by:

1. discussing current federal laws governing and/or impacting on programs for students with disabilities. (Module)
2. creating an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment. (Lesson plans)
3. planning and implementing effective research-based instructional strategies designed to promote learning, improve student achievement by systematically reflecting on instruction and modifying it, and incorporating student’s learning styles, collaborative teaching, and direct instruction. (Lesson plans)
4. evaluating curricula materials. (Module)
5. synthesizing and analyzing current research on effective instructional practices for students with disabilities. (Research paper)

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 clearly to classmates and in a professional manner.
   - Some of the material in this class may 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.
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 Thursday and ends on the following Sunday. All assignments are due by Sunday 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Research paper</td>
<td>19%</td>
</tr>
<tr>
<td>3. Modules, lesson plans, &amp; other assignments</td>
<td>81%</td>
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Point equivalent for grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>A</td>
<td>530</td>
<td>490</td>
</tr>
<tr>
<td>B</td>
<td>489</td>
<td>443</td>
</tr>
<tr>
<td>C</td>
<td>442</td>
<td>395</td>
</tr>
<tr>
<td>D</td>
<td>384</td>
<td>342</td>
</tr>
<tr>
<td>F</td>
<td>341</td>
<td>341</td>
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You may lose up to:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Maximum Loss</th>
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<tbody>
<tr>
<td>A</td>
<td>40 points</td>
</tr>
<tr>
<td>B</td>
<td>87</td>
</tr>
<tr>
<td>C</td>
<td>135</td>
</tr>
<tr>
<td>D</td>
<td>188</td>
</tr>
<tr>
<td>F</td>
<td>189 or more</td>
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</table>

A professional subjective judgment will be made on all work attempted in this class.

**Accommodation 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. Appropriate instruction for students with disabilities
   A. The special educator’s role in the instruction of students
   B. The IEP’s role in instruction

II. Designing individualized instruction
    A. Physical and instructional arrangements
    B. The link between assessment and instruction
    C. Stages & types of learning
    D. Response to Instruction (RtI) tiers of instruction

III. Implementing Instruction
     A. Effective and research-based instruction
     B. Management and delivery of instruction
     C. Alabama courses of study
     D. Units and lessons
     E. UNA College of Education (COE) lesson plan template & teacher reflection

IV. Mathematics instruction
    A. Skills for instruction – Alabama course of study
    B. Strategies

VI. Social and behavioral instruction
    A. Classroom management as a preventative intervention
    B. Data collection & applied behavior analysis (ABA)
    C. Strategies for teaching social skills
VII. Oral and written language instruction, including the developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.
   A. Skills for instruction – Alabama course of study
   B. Strategies
VIII. Integration of technology across the curriculum (including processes & criteria for evaluating students’ technology proficiency and students’ technology-based products within curricular areas

Assignment Details:

1. Application assignments: You will submit, as scheduled, the following products in LiveText or Angel.
   - **Evaluation of materials:** You should choose one commercially available set of teaching materials in the areas of math or language arts. Evaluate and critique the program using the guidelines presented in class. You should be very selective when reviewing materials. See the instructor for final approval. If you do not have physical access to commercial materials an alternate assignment will be to compare and contrast two different sets of materials from information available online. A third option will be to compare and constrast what is used in the general education classroom with “typical students” with the materials used with students who have a disability. The materials for students with disabilities may be used in a “pullout” special education classroom and/or as “intervention” materials. These guidelines will also be presented in class. Your evaluation of materials will be submitted in Angel.
   - **Classroom Teaching:** Based on your comprehension of effective teaching strategies, you will develop and teach a total of 4 written language and math lessons adhering to the following guidelines. These lessons may be taught to a small group of students with disabilities and/or a large group of students with disabilities included (either elementary or secondary depending on your certification program). Two of your lessons will focus on math and two lessons will focus on the area of written language. Each of these two sets of lessons must be a part of a larger unit of instruction where one lesson builds on the other. Each lesson will be submitted upon completion and will include: the COE lesson plan (including a detailed written reflection on the planning and implementation of the lesson), an audio recording of the lesson, attachments and/or hardcopies of materials used with students, and the Assessment of Teaching Practices LiveText form. The instructor may be consulted at any time for guidance.
   - **Modules:** You will be assigned readings 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 with your peers, and/or problem-solve individually or with others, and submit your findings. These discussions will be based on your class readings and/or your personal research. You will be evaluated on the overall quality of your submissions.

2. Research paper: You will select a topic, seek instructor approval, and research it. This paper is to be a review of the current literature addressing the effectiveness of a specific strategy and/or instructional method for students with mild/moderate disabilities. The paper should be no more than 12 - 15 typed pages (excluding references) and should conform to A.P.A. standards. Please schedule an appointment with the professor if you have any questions concerning this assignment. An advance outline will be submitted. All new graduate students and anyone else who would like the instructor to proof their paper’s APA format should turn in a rough draft by the deadline, then you will have one week to make corrections. This paper will be worth 100 points.

Evaluation Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible # of Points</th>
<th># of Points Earned</th>
<th># of Points Lost</th>
</tr>
</thead>
</table>

Page 5
Eval. of materials 30
Lesson #1 40
Lesson #2 40
Lesson #3 40
Lesson #4 40
Research paper 100
Modules 240

**EEX 640 Syllabus Statement & Honor Code**

You will be asked to sign these two statements electronically in Angel. Please read them carefully.

I have received a copy of the syllabus for **EEX 640**. 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 640** 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 640 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.
UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, 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:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. 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

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. 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 students to learn.