**LON E New Letter of Notification**

**New Educator Preparation Program**

**(For programs leading to a degree or certificate, LON submitted to ADHE will be forwarded to ADE)**

***Note: This LON is for new programs only and should be completed after an LOI-E has been submitted and accepted by ADHE.***

1. Institution submitting request: University of Arkansas Fayetteville
2. Date submitted: February 22, 2016
3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
5. Proposed effective date: Spring 2017
6. Proposed program title: Educational Examiner Endorsement
7. CIP Code requested: 13.1001
8. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): post-baccalaureate
9. Is this program intended to prepare candidates for educator licensure? \_X Yes \_\_ No   
   If yes, indicate the title and grade range of the licensure area: Educational Examiner grades K-12
10. Indicate if courses/program of study will be offered for distance delivery: Yes, 100%
11. Provide additional program information if requested by ADE/ADHE staff.

Curriculum Committee Approval Date:

President/Chancellor Approval Date:

Board of Trustees Approval Date:

Chief Academic Officer: Date:

**Submit LON E New and ADE Program Proposal for new programs by February 1 for Fall program**

**implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer system. Contact Lillian Williams (Lillian.Williams@adhe.edu) if there are questions.**



Professional Education Program Proposal C O V E R S H E E T

**Institution:** \_University of Arkansas, Fayetteville\_\_\_\_\_\_\_\_ **Date Submitted:** \_January 2016\_\_\_\_\_

**Program Contact Person:** \_Terry Martin\_ **Position/Title:** \_Vice Provost for Academic Affairs\_\_\_\_

**Phone:** 479-575-2151 **Email:** \_tmartin@uark.edu\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of program:** \_\_Special Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **CIP Code:** \_13.1001\_\_\_\_\_\_\_\_\_\_\_\_

**Degree or award level (B.S., M.A.T., post-baccalaureate, etc.):** post-baccalaureate\_\_\_\_\_\_\_\_\_\_\_\_\_

**Is this program intended to prepare candidates for educator licensure in Arkansas? X Yes □ No**

If yes, indicate the title and grade range of the license for which candidates will be prepared:

Title: \_\_\_Educational Examiner\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Range: K-12

Pr**oposal is for:**

\_\_\_\_ **New Educator Licensure Program** (Traditional)

(Complete Section A)

\_\_\_\_ **New Educator Licensure Program with Distance Learning Technology\***

(Complete Sections A and E)

\_\_\_\_ **New Educator Licensure Endorsement Program**

(Complete Section B)

\_\_X\_ **New Educator Licensure Endorsement Program with Distance Learning Technology\***

(Complete Sections B and E)

\_\_\_\_ **Major Revision(s) to an Approved Licensure Program**

(Complete Section C)

\_\_\_\_ **Minor Revisions to an Approved Licensure Program**

(Complete Section D)

\_\_\_\_ **Revision(s) to an Approved Program with Distance Learning Technology\***

(Complete Section C and E)

\_\_\_\_ **Converting a Traditional Program to a Distance Learning Technology Program\***

(Complete Sections C and E)

\* At least 50% of the curriculum is deliveredvia distance learning technology.   
 **Indicate the portion of the proposed program to be delivered via distance   
 learning technology (on-line).**  100 %

**Proposed starting date for the program:** \_\_\_Spring 2017\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Will this program be offered at more than one site?** \_\_\_\_ **Yes** \_\_X\_ **No**

If yes, list the sites where the program will be offered. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE: Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.**

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**Needs Summary for Educational Examiner K-12 Endorsement**

Purpose of the Program:

This program is designed to prepare licensed K-12 teachers to become educational examiners. Program completers will have mastery of the educational examiner standards in assessment, program services and outcomes, research inquiry, leadership and policy, professional and ethical practice, and collaboration. The educational examiner will work with teachers, parents, and students in identification of students needing special education services, assessment for intervention and prescribing/implementing appropriate interventions for students identified as eligible for special education.

Need for the Program:

As a result of the program being a web-based program, it will serve the entire state of Arkansas. Northwest Arkansas districts alone serve over 60,000 students (Bentonville - 15,505; Rogers - 15,027, Springdale - 20,500 students, and Fayetteville - 9,500), and the state serves nearly 500,000 students. Approximately 34,000 teachers are employed in Arkansas, with more than 2,500 employed in northwest Arkansas districts.

Currently the state serves more than 60,000 students in special education programs through the Individuals with Disabilities Education Act (IDEA); additionally, there are several hundred students served under Section 504. Every student served in special education programs must have a comprehensive evaluation conducted by an educational examiner, psychological examiner, or psychologist. Students eligible for Section 504 services must also be evaluated prior to determining their eligibility. IDEA and 504 students must also be re-evaluated every three years under IDEA and periodically under 504. Currently there are no preparation programs for educational examiners in Arkansas. While there are more than 100 licensed examiners, many of these were licensed many years ago and are not practicing. This results in many schools having to contract for assessment services with independent educational examiners and psychologists, resulting in substantial costs to districts that exceed costs associated with employing examiners. Even in districts where assessment personnel are on staff there are often times when they are unable to meet the needs of all school referrals and requests for evaluations in a timely manner. IDEA mandates that schools conduct their comprehensive evaluations using a specific timeline tied to referral; not meeting this timeline can result in schools being out of compliance.

We expect to enroll approximately 15 - 20 candidates in this program annually beginning with the fall 2016 term. The program will take approximately three to four semesters for completion so we should have approximately 20 completers by May 2017. An additional 20 completers are expected each spring in 2018, 2019, 2020, and 2021. Global campus is working with our college to support our efforts to offer the required courses.

Other IHE’s Offering Program

There are currently no universities in Arkansas offering the Educational Examiner preparation program

**Institutional Approval**

The proposed program has received institutional approval.

**Program Description**

General description of program:

The program is a 24-hour graduate program leading to a recommendation for an educational licensure endorsement in K-12 Educational Examiner. The program is fully web-based, meaning its impact will be state-wide.

Plan of Study:

## SPED 5633 Curriculum Development and Instructional Planning

SPED 5643 Individual Diagnostic Testing

SPED 5653 Individual Intelligence Testing

SPED 5733 Inclusive Practices for Diverse Populations

SPED 5783 Professional and Family Partnerships

SPED 5873 Assessment of Exceptional Students

CIED 5883 Research in Special Education

SPED 5893 Organization, Administration, and Supervision of Special Education

Curriculum Matrix Competencies

In addition to the Arkansas Teaching Standards, Educational Examiner in grades K-12 shall demonstrate knowledge and competencies in the following areas:

1. Assessment

CECAP: Standard 1

SPED 5733 Inclusive Practices for Diverse Population

SPED 5873 Assessment of Exceptional Students

SPED 5883 Research in Special Education

SPED 5633 Curriculum Development and Instructional Planning

1.1Knowledge of the evaluation process and determination of eligibility.

* 1. Knowledge of the variety of methods for assessing and evaluating the performance of individuals with exceptionalities.
  2. Knowledge of strategies for identifying individuals with exceptionalities.
  3. The ability to evaluate an individual’s success in the general education curriculum.
  4. Knowledge of the standards of reliability and validity related to individual test measures.
  5. Knowledge of the procedures used in standardizing assessment instruments.
  6. Knowledge of the standard error of measurement related to individual test measures.
  7. Knowledge of the use and limitations of portfolios in assessment
  8. Knowledge of sources of test error and the uses and limitation of assessment information
  9. Knowledge of achievement assessment measures; cognitive assessment measures; language assessment measures; motor skills assessment measures; social, emotional, and behavior assessment measures; vocational and career assessment measures
  10. The ability to design and use methods for assessing and evaluating programs.
  11. The ability to design and implement research activities to examine the effectiveness of instructional practices.
  12. The ability to advocate for evidence based practices in assessment.
  13. The ability to report the assessment of individuals’ performance and evaluation of instructional programs.
  14. The ability to select and use formal and informal observation measures and functional assessment measures
  15. The ability to assess basic academic skills formally and informally
  16. The ability to select, administer, and score assessment instruments accurately

|  |  |
| --- | --- |
| **2. Program Services and Outcomes**  CECAP: Standard 3  SPED 5733 Inclusive Practices for Diverse Population  SPED 5633 Curriculum Development and Instructional Planning | * 1. Knowledge of the effects of the cultural and environmental milieu of the child and the family on behavior and learning.   2. Knowledge of the theories and methodologies of teaching and learning, including adaptation and modification of curriculum.   3. Knowledge of the continuum of program options and services available to individuals with exceptionalities.   4. Knowledge of the pre-referral intervention processes and strategies.   5. Knowledge of the process of developing Individual Educational Programs (IEP).   6. Knowledge of developmentally appropriate strategies for modifying instructional methods and the learning environment.   7. Knowledge of assessment procedures that address all disabilities   8. Knowledge of the variability of individuals within each category of disability   9. Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment   10. Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services   11. The ability to develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences   12. The ability to connect educational standards to specialized instructional services.   13. The ability to improve instructional programs using principles of curriculum development and modification, and learning theory.   14. The ability to incorporate essential components into individualized education plans   15. The ability to synthesize information from multiple perspectives in developing a program assessment plan. |
| **3. Research and Inquiry**  CECAP: Standard 4  SPED 5733 Inclusive Practices for Divers Population  SPED 5883 Research in Special Education  SPED 5873 Assessment of Exceptional Students | * 1. Knowledge of evidence-based practices validated for specific characteristics of learners and settings.   2. Knowledge of best practices in research-based assessment   3. Knowledge of resources and methods that address student learning, rates, and learning styles   4. The ability to identify and use the research literature to resolve issues of professional practice.   5. The ability to evaluate and modify instructional practices in response to ongoing assessment data   6. The ability to use educational research to improve instruction intervention strategies, and curricular materials.   7. The ability to evaluate assessment techniques based on learning theories |

|  |  |
| --- | --- |
| **4. Leadership and Policy**  CECAP: Standard 5  SPED 5873 Assessment of Exceptional Students  SPED 5893 Org., Admin., Supv. of SPED | 4.1 Knowledge of the needs of different groups in a pluralistic society.   * 1. Knowledge of evidence-based theories of organizational and educational leadership.   2. Knowledge of emerging issues and trends that potentially affect the school community and the mission of the school.   3. Knowledge of Federal and State education laws and regulations.   4. Knowledge of current legal, regulatory, and ethical issues affecting education.   5. Knowledge of the responsibilities and functions of school committees and boards   6. Knowledge of the laws and policies related to assessing individuals with exceptional learning needs   7. Knowledge of emerging issues and trends that impact assessment   8. Knowledge of the implication of multiple factors that impact the assessment process   9. Knowledge of the models, theories, and philosophies that form the basis of assessment   10. Knowledge of the issues in general and special education that impact placement decisions for individuals with exceptional learning needs   11. Knowledge of the policy and research implications that promote recommended practices in assessment   12. The ability to promote a free appropriate public education in the least restrictive environment   13. The ability to promote high expectations for self, staff, and individuals with exceptionalities   14. The ability to advocate for educational policy within the context of evidence-based practices.   15. The ability to mentor teacher candidates, newly certified teachers, and other colleagues.   16. The ability to design and evaluate procedures for effective participation in school, system, and statewide assessments |
| **5. Professional and Ethical Practice**  CECAP: Standard 6  SPED 5733 Inclusive Practices for Divers Population | * 1. Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians.   2. Knowledge of the moral and ethical responsibilities of educators.   3. Knowledge of the human rights of individuals with exceptionalities and their families.   4. Knowledge of the qualifications to administer and interpret test results   5. Knowledge of organizations and publications relevant to the field of educational examiner |

|  |  |
| --- | --- |
| SPED 5873 Assessment of Exceptional Students  SPED 5893 Org., Admin., Supv. of SPED | * 1. Knowledge of the ethical considerations relative to assessment   2. The ability to model ethical behavior and promote professional standards   3. The ability to implement practices that promote success for individuals with exceptionalities   4. The ability to use ethical and legal discipline strategies.   5. The ability to disseminate information on effective school and classroom practices.   6. The ability to create an environment which supports continuous instructional improvement.   7. The ability to develop and implement a personalized professional development plan.   8. The ability to respect individual privacy and confidentiality   9. The ability to participate in professional development activities   10. The ability to cite all sources of reported information   11. The ability to inform individuals of the purpose of evaluation, rationale, and timelines for completion   12. The ability to provide assessment results in a clear, cohesive, and timely manner   13. The ability to update skills necessary to provide effective assessment |
| 6. Collaboration  CECAP: Standard 7  SPED 5733 Inclusive Practices for Divers Population  SPED 5783 Professional and Family Partnerships | * 1. Knowledge of the methods for communicating goals and plans to stakeholders.   2. Knowledge of the roles of educators in integrated settings.   3. Knowledge of the roles of various agencies within the community   4. The ability to collaborate to enhance opportunities for learners with exceptionalities.   5. The ability to apply strategies to resolve conflict and build consensus.   6. The ability to communicate with team members to determine assessment needs and review assessment results   7. The ability to assist with pre-referral interventions and strategies   8. The ability to assist teachers in interpreting data including large scale and individual assessments   9. The ability to use interagency collaboration in planning Intervention |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Competency | 5633 | 5643 | 5653 | 5733 | 5783 | 5873 | 5883 | 5893 |
| 1.1 Knowledge of the evaluation process and determination of eligibility |  |  |  | X |  | X |  | X |
| 1.2 Knowledge of the variety of methods for assessment and evaluating the performance of individuals with exceptionalities |  | X | X | X |  | X |  | X |
| 1.3 Knowledge of strategies for identifying individuals with exceptionalities |  | X | X | X |  | X |  | X |
| 1.4 The ability to evaluate an individual’s success in the general education curriculum |  | X |  |  |  | X |  |  |
| 1.5 Knowledge of the standards of reliability and validity related to individual test measures. |  | X | X |  |  | X |  |  |
| 1.6. Knowledge of the procedures used in standardizing assessment instruments. |  | X | X |  |  | X |  |  |
| 1.7 Knowledge of the standard error of measurement related to individual test measures. |  | X | X |  |  | X |  |  |
| 1.8 Knowledge of the use and limitations of portfolios in assessment |  |  |  |  |  | X |  | X |
| 1.9 Knowledge of sources of error and the uses and limitation of assessment information. |  | X | X |  |  | X |  |  |
| 1.10 Knowledge of achievement assessment measures; cognitive assessment measures; language assessment measures; motor skills assessment measures; social, emotional, and behavior assessment measures; vocational and career assessment measures |  | X | X |  |  | X |  |  |
| 1.11 The ability to design and use methods for assessing and evaluating programs. |  |  |  |  |  | X |  | X |
| 1.12 The ability to design and implement research activities to examine the effectiveness of instructional practices. | X |  |  |  |  |  | X |  |
| 1.13 The ability to advocate for evidence based practices in assessment |  |  |  |  |  | X |  | X |
| 1.14 The ability to report the assessment of individuals’ performance and evaluation of instructional programs. | X |  |  |  | X | X |  |  |
| 1.15 The ability to select and use formal and informal observation measures and functional assessment measures. | X |  |  |  | X | X |  |  |
| 1.16 The ability to assess basic academic skills formally and informally. |  | X |  |  |  | X |  |  |
| 1.17 The ability to select, administer, and score assessment instruments accurately |  | X | X |  |  | X |  |  |
| 1.18 The ability to analyze error patterns, prepare comprehensive assessment reports and employ assistive technology in the assessment process |  | X | X |  |  | X |  |  |
| Competency | 5633 | 5643 | 5653 | 5733 | 5783 | 5873 | 5883 | 5893 |
| 1.19 The ability to select accommodations and modifications based on assessment results | X |  |  | X |  |  |  |  |
| 1.20 The ability to facilitate progress monitoring and use the data gathered to develop and revise individual goals | X |  |  | X |  |  |  |  |
| 2.1 Knowledge of the effects of the cultural & environmental milieu of the child and the family on behavior and learning |  |  |  | X | X |  |  | X |
| 2.2 Knowledge of the theories and methodologies of teaching and learning, including adaptation and modification of curriculum. | X |  |  | X |  |  |  | X |
| 2.3 Knowledge of the continuum of program options and services available to individuals with exceptionalities. | X |  |  | X |  |  |  | X |
| 2.4 Knowledge of the pre-referral intervention processes and strategies. | X |  |  | X |  | X |  | X |
| 2.5 Knowledge of the process of developing IEPs | X |  |  | X |  |  |  | X |
| 2.6 Knowledge of developmentally appropriate strategies for modifying instructional methods and the learning environment. | X |  |  | X |  |  |  |  |
| 2.7 Knowledge of assessment procedures that address all disabilities. |  | X | X |  |  | X |  | X |
| 2.8 Knowledge of the variability of individuals within each category of disability |  |  |  | X |  |  |  | X |
| 2.9 Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment. |  |  |  | X |  | X |  | X |
| 2.10 Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services. | X |  |  | X |  |  |  | X |
| 2.11 The ability to develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences. | X |  |  |  |  | X |  |  |
| 2.12 The ability to connect educational standards to specialized instructional services. | X |  |  |  |  | X |  |  |
| 2.13 The ability to improve instructional programs using curriculum development and modification, and learning. | X |  |  |  |  |  |  | X |
| 2.14 The ability to incorporate essential components into IEPs | X |  |  | X |  |  |  | X |
| 2.15 The ability to synthesize information in developing a program assessment plan |  | X | X |  |  | X |  |  |
| 3.1 Knowledge of evidence-based practices validated for specific characteristics of learners and settings. | X |  |  | X |  |  |  |  |
| Competency | 5633 | 5643 | 5653 | 5733 | 5783 | 5873 | 5883 | 5893 |
| 3.2 Knowledge of best practices in research-based assessment |  |  |  |  |  | X |  |  |
| 3.3 Knowledge of resources and methods that address student learning, rates, and styles |  |  |  | X |  |  | X | X |
| 3.4 The ability to identify and use the research literature to resolve issues of professional practice. |  |  |  |  |  |  | X | X |
| 3.5 The ability to evaluate and modify instructional practices in response to ongoing assessment data. | X | X | X |  |  |  |  |  |
| 3.6 The ability to use educational research to improve instruction intervention strategies, and curricular materials. | X |  |  |  |  |  | X |  |
| 3.7 The ability to evaluate assessment techniques based on learning theories |  |  |  |  |  | X | X |  |
| 4.1 Knowledge of the needs of different groups in a pluralistic society. |  |  |  | X | X |  |  | X |
| 4.2 Knowledge of evidence-based theories of organizational and educational leadership. |  |  |  |  |  |  |  | X |
| 4.3 Knowledge of emerging issues and trends that potentially affect the school community and the mission of the school. |  |  |  | X |  |  |  | X |
| 4.4 Knowledge of Federal and State education laws and regulations. |  |  |  | X |  |  |  | X |
| 4.5 Knowledge of current legal, regulatory, and ethical issues affecting education. |  |  |  |  | X |  |  |  |
| 4.6 Knowledge of the responsibilities and functions of school committees and boards. |  |  |  |  |  |  |  | X |
| 4.7 Knowledge of the laws and policies related to assessing individuals with exceptional learning needs. |  |  |  |  |  | X |  | X |
| 4.8 Knowledge of emerging issues and trends that impact assessment |  |  |  | X |  | X |  | X |
| 4.9 Knowledge of the implication of multiple factors that impact the assessment process |  |  |  |  |  | X |  |  |
| 4.10 Knowledge of the models, theories, and philosophies that form the basis of assessment. |  |  |  | X |  | X |  |  |
| 4.11 Knowledge of the issues in general and special education that impact placement of individuals with exceptional learning needs |  |  |  |  |  |  |  | X |
| 4.12 Knowledge of the policy and research implications that promote recommended practices in assessment |  |  |  |  |  | X |  | X |
| 4.13 The ability to promote FAPE in the LRE | X |  |  | X |  |  |  |  |
| 4.14 The ability to promote high expectations for self, staff, and individuals with exceptionalities |  |  |  | X |  |  |  | X |
| 4.15 the ability to advocate for educational policy within the context of evidence-based practices |  |  |  | X |  |  |  | X |
| Competency | 5633 | 5643 | 5653 | 5733 | 5783 | 5873 | 5883 | 5893 |
| 4.16 The ability to mentor teacher candidates, newly certified teachers, and other colleagues |  |  |  |  |  |  |  | X |
| 4.17 The ability to design and evaluate procedures for effective participation in school, system, and statewide assessments |  |  |  |  |  | X | X | X |
| 5.1 Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians |  |  |  |  | X |  |  | X |
| 5.2 Knowledge of the moral and ethical responsibilities of educators |  |  |  | X | X |  |  | X |
| 5.3 Knowledge of the human rights of individuals with exceptionalities & their families |  |  |  | X | X |  |  | X |
| 5.4 Knowledge of the qualifications to administer and interpret test results |  |  |  | X |  | X |  | X |
| 5.5 Knowledge of organizations and publications relevant to the field of educational examiner |  |  |  |  |  | X |  | X |
| 5.6 Knowledge of the ethical considerations relative to assessment |  |  |  | X | X | X |  | X |
| 5.7 The ability to model ethical behavior and promote professional standards |  |  |  |  |  | X |  | X |
| 5.8 The ability to implement practices that promote success for individuals with exceptionalities | X |  |  | X | X |  |  |  |
| 5.9 The ability to use ethical and legal discipline strategies |  |  |  |  |  | X |  | X |
| 5.10 The ability to disseminate information on effective school and classroom practices |  |  |  |  |  |  |  | X |
| 5.11 The ability to create an environment which supports continuous instructional improvement. | X |  |  |  |  |  |  | X |
| 5.12 The ability to develop and implement a personalized professional development plan. |  |  |  | X |  |  |  | X |
| 5.13 The ability to respect individual privacy and confidentiality |  |  |  |  |  | X |  | X |
| 5.14 The ability to participate in professional development activities |  |  |  |  |  |  |  | X |
| 5.15 The ability to cite all sources of reported information |  |  |  |  |  | X |  |  |
| 5.16 The ability to inform individuals of the purpose of evaluation, rationale, and timelines for completion. | X |  |  |  |  | X |  |  |
| 5.17 The ability to provide assessment results in a clear, cohesive, & timely manner |  | X | X |  | X | X |  |  |
| 5.18 The ability to update skills necessary to provide effective assessment |  |  |  |  |  | X |  |  |
| 6.1 Knowledge of the methods for communicating goals and plans to stakeholders |  |  |  |  | X | X |  | X |
| 6.2 Knowledge of the roles of educators in integrated settings. |  |  |  | X |  |  |  | X |
| 6.3 Knowledge of the roles of various agencies in the community. |  |  |  | X |  |  |  | X |
| Competency | 5633 | 5643 | 5653 | 5733 | 5783 | 5873 | 5883 | 5893 |
| 6.4 The ability to collaborate to enhance opportunities for learners with exceptionalities | X |  |  | X |  |  |  |  |
| 6.5 The ability to apply strategies to resolve conflict and build consensus. |  |  |  |  |  |  |  | X |
| 6.6 The ability to communicate with team members to determine assessment needs and review assessment results |  |  |  | X | X | X |  |  |
| 6.7 The ability to assist with pre-referral interventions and strategies | X |  |  |  | X | X |  |  |
| 6.8 The ability to assist teachers in interpreting data including large scale and individual assessments |  |  |  |  |  | X |  |  |
| 6.9 The ability to use interagency collaboration in planning intervention |  |  |  | X |  |  |  | X |

Course Syllabi

## SPED 5633 Curriculum Development and Instructional Planning

Short title: Curriculum and Instruction

Catalog Description

Study of the research base for the design and adaptation of curriculum and instructional strategies for students with disabilities in general and special classrooms.

Learning Objectives

Upon course completion, the student will meet the following competencies:

* 1. The ability to design and implement research activities to examine the effectiveness of instructional practices. (AR 1.12)
  2. The ability to report the assessment of individuals’ performance and evaluation of instructional programs. (AR 1.14)
  3. The ability to select and use formal and informal observation measures and functional assessment measures (AR 1.15)
  4. The ability to select accommodations and modifications based on assessment results (AR 1.19)
  5. The ability to facilitate progress monitoring and use the data gathered to develop and revise individual goals (AR 1.20)
  6. Knowledge of the theories and methodologies of teaching and learning, including adaptation and modification of curriculum. (AR 2.2)
  7. Knowledge of the continuum of program options and services available to individuals with exceptionalities. (AR 2.3)
  8. Knowledge of the pre-referral intervention processes and strategies. (AR 2.4)
  9. Knowledge of the process of developing Individual Educational Programs (IEP). (AR 2.5)
  10. Knowledge of developmentally appropriate strategies for modifying instructional methods and the learning environment. (AR 2.6)
  11. Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services (AR 2.10)
  12. The ability to develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual differences (AR 2.11)
  13. The ability to connect educational standards to specialized instructional services. (AR 2.12)
  14. The ability to improve instructional programs using principles of curriculum development and modification, and learning theory. (AR 2.13)
  15. The ability to incorporate essential components into individualized education plans (2.14)
  16. Knowledge of evidence-based practices validated for specific characteristics of learners and settings. (AR 3.1)
  17. The ability to evaluate and modify instructional practices in response to ongoing assessment data (AR 3.5)
  18. The ability to use educational research to improve instruction intervention strategies, and curricular materials. (AR 3.6)
  19. The ability to promote a free appropriate public education in the least restrictive environment (AR 4.13)
  20. The ability to implement practices that promote success for individuals with exceptionalities (AR 5.8)
  21. The ability to create an environment which supports continuous instructional improvement (AR 5.11)
  22. The ability to inform individuals of the purpose of evaluation, rationale, and timelines for completion (AR 5.16)
  23. The ability to collaborate to enhance opportunities for learners with exceptionalities. (AR 6.4)
  24. The ability to assist with pre-referral interventions and strategies (AR 6.7)

Specific Course Assignments:

Field Experiences

Students will be assigned to specific inclusion classes at various grade levels. Each student will teach at least 3 lessons that they have developed to 2 different grade levels and obtain feedback from the classroom teacher. 20 hours contact is required.

Develop 3 additional lessons to extend the instruction for advanced students and 3 additional lessons to support learners having difficulty with the content.

Complete an end of course written examination

Textbooks

Karten, T. J. (2010). *Inclusion strategies that work! Research-based methods for the classroom* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Smith, T.E.C., Gartin, B., & Murdick, N. (2012). Including adolescents with disabilities in general education classrooms. Upper Saddle River, NJ: Pearson

Other resources will include current information on curriculum development, the use of appropriate content standards, principles and practices of differentiated instruction appropriate for all learners.

Reading List

Giangreco, M.F. (2007). Extending inclusive opportunities. *Educational Leadership, 64* (5), 34-37.

Hobgood, B., & Ormsby, L. (2011). *Inclusion in the 21st-century classroom: Differentiating with technology*. Retrieved August 29, 2013 from <http://www.learnnc.org/lp/editions/every-learner/6776>

McGregor, G. & Vogelsberg, R. T. (1998). *Inclusive school practices: Pedagogical and research foundations*. Baltimore, MD: Paul H. Brookes.

McTighe, J. & Brown, J. L. (2005). Differentiated instruction and educational standards: Is détente possible? *Theory Into Practice, 44*,(3), 234 – 244.

Schmidt, R. J., Rozendal, M. S., & Greenman, G. G. (2002). Reading instruction in the inclusive classroom: Research- based practices. *Remedial and Special Education, 23* (3), 130-140.

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children, 73*(4), 392-416.

Skiba, R. J., Simmons, A. B., Gibb, A. C, Rausch, M. K., Cuadrado, J, & Chung, C. (2008). Achieving equity in special education: History, status and current challenges. *Exceptional Children, 74*(3), 264-288.

Tomlinson, C. A. (2003). *Fulfilling the promise of a differentiated classroom*. Alexandria, VA: ASCD.

## SPED 5643 Individual Diagnostic Testing

Graduate course credit

Short title: Diagnostic Testing

Catalog Description

A study of various individual diagnostic tests used to identify students with disabilities and develop individual educational programs

Learning Objectives

After completing this course students will meet the following competencies:

* + Knowledge of the variety of methods for assessing and evaluating the performance of individuals with exceptionalities. (AR 1.2)
  + Knowledge of strategies for identifying individuals with exceptionalities. (AR 1.3)
  + The ability to evaluate an individual’s success in the general education curriculum. (AR 1.4)
  + Knowledge of the standards of reliability and validity related to individual test measures. (AR 1.5)
  + Knowledge of the procedures used in standardizing assessment instruments. (AR 1.6)
  + Knowledge of the standard error of measurement related to individual test measures. (AR 1.7)
  + Knowledge of sources of test error and the uses and limitation of assessment information (AR 1.9)
  + Knowledge of achievement assessment measures; cognitive assessment measures; language assessment measures; motor skills assessment measures; social, emotional, and behavior assessment measures; vocational and career assessment measures (AR 1.10)
  + The ability to assess basic academic skills formally and informally (1.16)
  + The ability to select, administer, and score assessment instruments accurately (AR 1.7)
  + The ability to analyze error patterns, prepare comprehensive assessment reports and employ assistive technology in the assessment process (AR 1.8)
  + Knowledge of assessment procedures that address all disabilities (2.7)
  + The ability to synthesize information from multiple perspectives in developing a program assessment plan. (AR 2.15)
  + The ability to evaluate and modify instructional practices in response to ongoing assessment data (AR 3.5)
  + The ability to provide assessment results in a clear, cohesive, and timely manner (AR 5.17)

Field Experiences:

Students will be required to:

* Observe a minimum of 20 hours of diagnostic testing in a school setting
* Administer and score 10 individual diagnostic tests to students of various ages
* Complete 10 assessment reports based on evaluations
* Additionally, if currently teaching special education students, they will be required to develop a case study on a student with disabilities tracking the student’s learning. The case study will include the lessons and the modification and adaptations used, but also modification and adaptations that might have been used.

Complete an end of course written examination

Textbook/readings:

Numerous diagnostic achievement tests

Selected readings from journals related to assessment of students with disabilities

## SPED 5653 Individual Intelligence Testing

Graduate course credit

Short title: Intelligence Testing

Catalog Description

A study of various individual intelligence tests, including the Wechsler series, and their use in schools to identify students with disabilities.

Learning Objectives

After completing this course students will meet the following competencies:

* + Knowledge of the variety of methods for assessing and evaluating the performance of individuals with exceptionalities. (AR 1.2)
  + Knowledge of strategies for identifying individuals with exceptionalities. (AR 1.3)
  + Knowledge of the standards of reliability and validity related to individual test measures. (AR 1.5)
  + Knowledge of the procedures used in standardizing assessment instruments. (AR 1.6)
  + Knowledge of the standard error of measurement related to individual test measures. (AR 1.7)
  + Knowledge of sources of test error and the uses and limitation of assessment information (AR 1.9)
  + Knowledge of achievement assessment measures; cognitive assessment measures; language assessment measures; motor skills assessment measures; social, emotional, and behavior assessment measures; vocational and career assessment measures (AR 1.10)
  + The ability to select, administer, and score assessment instruments accurately (AR 1.7)
  + The ability to analyze error patterns, prepare comprehensive assessment reports and employ assistive technology in the assessment process (AR 1.8)
  + Knowledge of assessment procedures that address all disabilities (2.7)
  + The ability to synthesize information from multiple perspectives in developing a program assessment plan. (AR 2.15)
  + The ability to evaluate and modify instructional practices in response to ongoing assessment data (AR 3.5)
  + The ability to provide assessment results in a clear, cohesive, and timely manner (AR 5.17)

Specific Course Assignments:

Field Experiences

* Students will be required to:

Observe 10 intelligence testing sessions in a school setting

Administer and score five individual intelligence tests to students of various ages

Complete five assessment reports based on evaluations

25 total contact hours

Develop a case study on a student with disabilities tracking the student’s learning. The case study will include the lessons and the modification and adaptations used, but also modification and adaptations that might have been used.

Complete an end of course written examination

Textbook/readings:

*Wechsler Intelligence Tests* (all versions)

*Stanford-Binet* IQ test

Various additional IQ tests

Selected readings from journals related to assessment of students with disabilities

## COLLEGE OF EDUCATION AND HEALTH PROFESSIONS Department of Curriculum and Instruction Special Education Program “Scholar-Practitioner”

# CIED 5733: Inclusive Practices for Diverse Learners

#### I. Program Affiliation: Special Education

Course Number and Title: CIED 5733 Inclusive Practices for Diverse Populations  
Catalog Description: An advanced study of the characteristics of persons with exceptional learning needs and the provision of appropriate instruction in the general education classroom.  
Prerequisites: Admission to Graduate School  
Professor: Ms. Elizabeth Jordan

#### II. Relationship to Knowledge Base

ADVANCE LEVEL (M.Ed.)  
This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of the characteristics of individuals with exceptional learning needs while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas. Additional information on the Scholar-Practitioner Model and the Conceptual Framework are located in the left menu.

#### III. Goal

The goal of this course is to prepare students who will be knowledgeable concerning the identification and needs of individuals with exceptional learning needs. The students will demonstrate knowledge of the characteristics of individuals with exceptionalities and implications in terms of service provision within the general education classroom.

#### IV. Standards

After completing this course, students will achieve the following Arkansas standards:

* + Knowledge of the evaluation process and determination of eligibility. (AR 1.1)
  + Knowledge of the variety of methods for assessing and evaluating the performance of individuals with exceptionalities. (AR 1.2)
  + Knowledge of strategies for identifying individuals with exceptionalities. (AR 1.3)
  + The ability to evaluate an individual’s success in the general education curriculum. (AR 1.4)
  + The ability to select accommodations and modifications based on assessment results (AR 1.19)
  + The ability to facilitate progress monitoring and use the data gathered to develop and revise individual goals (AR 1.20)
  + Knowledge of the effects of the cultural and environmental milieu of the child and the family on behavior and learning. (AR 2.1)
  + Knowledge of the theories and methodologies of teaching and learning, including adaptation and modification of curriculum. (AR 2.2)
  + Knowledge of the continuum of program options and services available to individuals with exceptionalities. (AR 2.3)
  + Knowledge of the pre-referral intervention processes and strategies. (AR 2.4)
  + Knowledge of the process of developing Individual Educational Programs (IEP). (AR 2.5)
  + Knowledge of developmentally appropriate strategies for modifying instructional methods and the learning environment. (AR 2.6)
  + Knowledge of the variability of individuals within each category of disability (AR 2.8)
  + Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment (AR 2.9)
  + Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services (AR 2.10)
  + The ability to incorporate essential components into individualized education plans (AR 2.14)
  + Knowledge of evidence-based practices validated for specific characteristics of learners and settings. (AR 3.1)
  + Knowledge of best practices in research-based assessment (AR 3.2)
  + Knowledge of resources and methods that address student learning, rates, and learning styles (AR 3.3)
  + Knowledge of the needs of different groups in a pluralistic society. (AR 4.1)
  + Knowledge of emerging issues and trends that potentially affect the school community and the mission of the school. (AR 4.3)
  + Knowledge of Federal and State education laws and regulations. (AR 4.4)
  + Knowledge of emerging issues and trends that impact assessment (AR 4.8)
  + Knowledge of the models, theories, and philosophies that form the basis of assessment (AR 4.10)
  + The ability to promote a free appropriate public education in the least restrictive environment (AR 4.13)
  + The ability to promote high expectations for self, staff, and individuals with exceptionalities (AR 4.14)
  + The ability to advocate for educational policy within the context of evidence-based practices. (AR 4.15)
  + Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians. (AR 5.1)
  + Knowledge of the moral and ethical responsibilities of educators. (AR 5.2)
  + Knowledge of the human rights of individuals with exceptionalities and their families. (AR 5.3)
  + Knowledge of the qualifications to administer and interpret test results (AR 5.4)
  + Knowledge of the ethical considerations relative to assessment (AR 5.6)
  + The ability to implement practices that promote success for individuals with exceptionalities (AR 5.8)
  + The ability to develop and implement a personalized professional development plan. (AR 5.12)
  + Knowledge of the roles of educators in integrated settings. (AR 6.2)
  + Knowledge of the roles of various agencies within the community (AR 6.3)
  + The ability to collaborate to enhance opportunities for learners with exceptionalities. (AR 6.4)
  + The ability to communicate with team members to determine assessment needs and review assessment results (AR 6.6)
  + The ability to use interagency collaboration in planning Intervention (AR 6.9)

#### VI. Evaluation

All written assignments are to be prepared on a computer or typewriter. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. For more information concerning the APA format refer to the APA manual 6th edition or use the APA format navigation link on the left menu.

Avoid language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities (use people-first language). The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an "F" in the course.

#### VII. Grading Scale

A (93-100%)  
B (85-92%)  
C (77-84%)  
D (70-76%)  
F (0-69%)

#### VIII. Technology

In CIED 5733 Inclusive Practices for Diverse Populations, technology is used to deliver instruction to teacher candidates in the following ways:

1.      Blackboard Learn is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.

2.      Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile.

3.      Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content.

4.      The University of Arkansas Distant Education Library and the Mullins Library provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.

5.      End of course evaluations are sent to students electronically during the last week of classes.  Students will receive an eMail from [courseval@uark.edu](mailto:courseval@uark.edu) announcing the survey open/close dates.

Teacher candidates use various software packages as well as Web 2.0 technologies to complete assignments.  The goal of these assignments is to expose candidates to technologies that they might use in their future classrooms.  Below are the assignments and the technology used.

1.      The teacher candidates will use Microsoft Word to prepare the papers in this course including the philosophy paper, the book review, the field paper, the virtual classroom observation paper, and Physical Accessibility Survey.

2.      Candidates are to use safe assign before they submit their Philosophy of Education papers to check their document for correct source citation.

3.      Candidates will select 5 vignettes from the TES Virtual Classroom website and prepare a paper on each.

Teacher candidates in CIED 5733 Inclusive Practices for Diverse Populations complete the following technology-related assignments:

        Book Review

        Physical Accessibility Survey

        Report on the volunteer service experience

        IDEA Research Paper

        Chapter Quizzes

#### IX. Academic Honesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

#### X. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, room 104 and on the web at: <http://cea.uark.edu/> The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

#### XI. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Online posting of inappropriate materials is considered a disruption of class.

#### XII. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at [emergency.uark.edu](http://emergency.uark.edu).  
  
XIII. Course Resources

University of Arkansas Mullins Library

#### XIV. Research Base

Smith, T.E.C., Polloway, E.A., Doughty, T., Patton, J.R., & Dowdy, C.A. *Teaching students with special needs in inclusive settings*  (7th ed.)*.* Upper Saddle River,NJ: Pearson.

Grandin, T. (2008). *The way I see it: A personal look at autism and Asperger's.* Arlington, TX

College of Education and Health Professions  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
“The Scholar-Practitioner Model”  
  
CIED 5783: Professional and Family Partnerships

I. Program Affiliation: Special Education

Course Number and Title: CIED 5783: Professional and Family Partnerships  
Catalog Description: An advanced study focusing on theory and methods for enhancing the development of family and school partnerships.  
Prerequisites: Admission to Graduate School  
Instructor: Donna Broyles  [---------dsbroyle@uark.edu](mailto:---------dsbroyle@uark.edu) or 501-615-5663

II. Relationship to Knowledge Base:

ADVANCE LEVEL (M.Ed.)  
This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of family-school partnerships from early childhood through the transition to adulthood while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas.

III. Goal

The goal of this course is to prepare students who will be knowledgeable concerning the needs of families. The students will demonstrate knowledge of the implications of family-school partnerships from early childhood through the transition to adulthood.

IV. Competencies

* + The ability to report the assessment of individuals’ performance and evaluation of instructional programs. (AR 1.14)
  + The ability to select and use formal and informal observation measures and functional assessment measures (AR 1.15)
  + Knowledge of the effects of the cultural and environmental milieu of the child and the family on behavior and learning. (AR 2.1)
  + Knowledge of the needs of different groups in a pluralistic society. (AR 4.1)
  + Knowledge of emerging issues and trends that potentially affect the school community and the mission of the school. (AR 4.3)
  + Knowledge of Federal and State education laws and regulations. (AR 4.4)
  + Knowledge of current legal, regulatory, and ethical issues affecting education. (AR 4.5)
  + Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians. (AR 5.1)
  + Knowledge of the moral and ethical responsibilities of educators. (AR 5.2)
  + Knowledge of the human rights of individuals with exceptionalities and their families. (AR 5.3)
  + Knowledge of the ethical considerations relative to assessment (AR 5.6)
  + The ability to implement practices that promote success for individuals with exceptionalities (AR 5.8)
  + The ability to provide assessment results in a clear, cohesive, and timely manner (AR 5.17)
  + Knowledge of the methods for communicating goals and plans to stakeholders. (AR 6.1)
  + Knowledge of the roles of various agencies within the community (AR 6.3)
  + The ability to collaborate to enhance opportunities for learners with exceptionalities. (AR 6.4)
  + The ability to apply strategies to resolve conflict and build consensus. (AR 6.5)
  + The ability to communicate with team members to determine assessment needs and review assessment results (AR 6.6)
  + The ability to assist with pre-referral interventions and strategies (AR 6.7)

V. Content

1. Case Studies   
2. Cultural differences and its effect on family-school partnerships  
3. Working with families: Partnership principles  
4. Family theory  
5. Legal basis and the special education process  
6. Ethical considerations  
7. Young children and their families  
8. Middle school and high school students and their families

VI. Evaluation

All written assignments are to be prepared on a computer and submitted through Bb. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. Avoid language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities. The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an “F” in the course.  
Products  
Chapter quizzes and activities (content knowledge)   
Parent interview with reflective paper (field experience)   
"Chapter Book" blog (theory to practice)   
Book Review : Optimistic Parenting by Mark Durand

VII. Technology

In CIED 5783 Professional and Family Partnerships, technology is used to deliver instruction to teacher candidates in the following ways:

1. Blackboard Learn is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.
2. Candidates can view the course via their smart phones, iPads, computers, etc. using Blackboard Mobile.
3. Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content.
4. The University of Arkansas Distant Education Library and the Mullins Library provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
5. End of course evaluations are sent to students electronically during the last week of classes.  Students will receive an eMail from [courseval@uark.edu](mailto:courseval@uark.edu) announcing the survey open/close dates.

Teacher candidates use various software packages as well as Web 2.0 technologies to complete assignments.  The goal of these assignments is to expose candidates to technologies that they might use in their future classrooms.  Below are the assignments and the technology used.

1. Teacher candidates create documents using software such as Microsoft Publisher, Microsoft Word, and Web 2.0 Technologies.
2. The blog tool in Blackboard is used to have candidates reflect on (a) each chapter book selected and (b) the accompanying lesson plan posted by their classmates.
3. Candidates are to use safe assign before they submit their paper addressing Family-School Partnerships to check their document for correct source citation.

Teacher candidates in CIED 5783 Professional and Family Partnerships complete the following technology-related assignments:

* Develop a lesson plan for parents to use with a chapter book and then post it on the class blog so that others can respond.
* Write a book review on the teacher selected book.
* Interview a parent, transcribe the interview, and prepare a paper including the interview and reflection on the field experience.
* Using the Overton Case Study book, prepare 4 case studies.

Syllabus Change  
The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class. Persons taking the online class are required to periodically check the class Announcement Board and to check the email address that is given for use in the class. Changes would be announced thorough these venues.  
VIII. Grading Scale  
A (93-100%)  
B (85-92%)  
C (77-84%)  
D (70-76%)  
F (0-69%)

IX. Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

X. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

XI. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive online behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated. Review the Computer Code of Conduct. Sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behaviors will result in possible removal from the class and /or disciplinary action as delineated in the University of Arkansas Student Handbook.

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.   
  
State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.  
  
Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XII. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.   
  
Severe Weather (Tornado Warning):

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

* CALL- 9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:  
Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

XIII. Course Resources

University of Arkansas Mullins Library including the Distant Education Library

XIV. Research Base

Required Textbooks  
Durand, V. (2011). *Optimistic parenting.* Baltimore, Md., Paul H. Brooks Publishing Company.

Smith, T. E. C., Gartin, B. C., Murdick, N. L., & Hilton, A. (2006). *Families and children with special needs: Professional and family partnerships*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

## SPED 5873 Assessment and Planning for Students with Disabilities

Short title: Assessment

Catalog Description:

A study of the methods and techniques for the assessment and programming for children in all areas of exceptionality with emphasis on diagnosis, classification, programming, and tracking progress.

Learning Objectives:

After completing this course students will demonstrate the following competencies:

* + Knowledge of the evaluation process and determination of eligibility. (AR 1.1)
  + Knowledge of the variety of methods for assessing and evaluating the performance of individuals with exceptionalities. (AR 1.2)
  + Knowledge of strategies for identifying individuals with exceptionalities. (AR 1.3)
  + The ability to evaluate an individual’s success in the general education curriculum. (AR 1.4)
  + Knowledge of the standards of reliability and validity related to individual test measures. (AR 1.5)
  + Knowledge of the procedures used in standardizing assessment instruments. (AR 1.6)
  + Knowledge of the standard error of measurement related to individual test measures. (AR 1.7)
  + Knowledge of the use and limitations of portfolios in assessment (AR 1.8)
  + Knowledge of sources of test error and the uses and limitation of assessment information (AR 1.9)
  + Knowledge of achievement assessment measures; cognitive assessment measures; language assessment measures; motor skills assessment measures; social, emotional, and behavior assessment measures; vocational and career assessment measures (AR 1.10)
  + The ability to design and use methods for assessing and evaluating programs. (AR 1.11)
  + The ability to advocate for evidence based practices in assessment. (AR 1.13)
  + The ability to report the assessment of individuals’ performance and evaluation of instructional programs. (AR 1.14)
  + The ability to select and use formal and informal observation measures and functional assessment measures (AR 1.15)
  + The ability to assess basic academic skills formally and informally (AR 1.16)
  + The ability to select, administer, and score assessment instruments accurately (AR 1.17)
  + The ability to analyze error patterns, prepare comprehensive assessment reports and employ assistive technology in the assessment process (AR 1.18)
  + Knowledge of the pre-referral intervention processes and strategies. (AR 2.4)
  + Knowledge of the process of developing Individual Educational Programs (IEP). (AR 2.5)
  + Knowledge of assessment procedures that address all disabilities (AR 2.7)
  + Knowledge of the variability of individuals within each category of disability (AR 2.8)
  + Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment (AR 2.9)
  + The ability to develop programs, including the integration of related services, for individuals with exceptionalities based upon a thorough understanding of individual difference (AR 2.11)
  + The ability to connect educational standards to specialized instructional services. (AR 2.12)
  + The ability to incorporate essential components into individualized education plans (AR 2.14)
  + The ability to synthesize information from multiple perspectives in developing a program assessment plan. (AR 2.15)
  + Knowledge of evidence-based practices validated for specific characteristics of learners and settings. (AR 3.1)
  + Knowledge of best practices in research-based assessment (AR 3.2)
  + The ability to evaluate assessment techniques based on learning theories (AR 3.7)
  + Knowledge of the laws and policies related to assessing individuals with exceptional learning needs (AR 4.7)
  + Knowledge of emerging issues and trends that impact assessment (AR 4.8)
  + Knowledge of the implication of multiple factors that impact the assessment process (AR 4.9)
  + Knowledge of the models, theories, and philosophies that form the basis of assessment (AR 4.10)
  + Knowledge of the policy and research implications that promote recommended practices in assessment (AR 4.12)
  + The ability to design and evaluate procedures for effective participation in school, system, and statewide assessments (AR 4.17)
  + Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians. (AR 5.1)
  + Knowledge of the moral and ethical responsibilities of educators. (AR 5.2)
  + Knowledge of the qualifications to administer and interpret test results (AR 5.4)
  + Knowledge of organizations and publications relevant to the field of educational examiner (AR 5.5)
  + Knowledge of the ethical considerations relative to assessment (AR 5.6)
  + The ability to model ethical behavior and promote professional standards (AR 5.7)
  + The ability to use ethical and legal discipline strategies. (AR 5.9)
  + The ability to respect individual privacy and confidentiality (AR 5.13)
  + The ability to cite all sources of reported information (AR 5.15)
  + The ability to inform individuals of the purpose of evaluation, rationale, and timelines for completion (AR 5.16)
  + The ability to provide assessment results in a clear, cohesive, and timely manner (AR 5.17)
  + The ability to update skills necessary to provide effective assessment (AR 5.18)
  + Knowledge of the methods for communicating goals and plans to stakeholders. (AR 6.1)
  + The ability to communicate with team members to determine assessment needs and review assessment results (AR 6.6)
  + The ability to assist with pre-referral interventions and strategies (AR 6.7)
  + The ability to assist teachers in interpreting data including large scale and individual assessments (AR 6.8)

Field Experiences:

Students will be required to:

Observe 5 IEP meetings in in a school setting

Complete five IEPs based on mock assessment reports

Develop 3 case studies on students with disabilities with assessment information provided by the instructor

Write a 9 – 12 page research paper on a topic associated with assessment of students with disabilities.

Complete an end of course written examination

Textbook/Readings:

Spinelli, C.G. (2014). *Classroom assessment for students in special and general education*, 4th ed. Upper Saddle River, NJ: Pearson

Required Reading list

Betts, J., Pickart, M., & Helstadm, D. (2008). An investigation of the psychometric evidence of CBM-R passage equivalence: Utility of readability statistics and equating for alternate forms. *Journal of School Psychology, 47*(1), 7-17.

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic, 40,* 195-211.

*Diana v. State Board of Education.* (1970, February). No. C-70 37RFP, District Court of Northern California.

Harlacher, J. E., Walker, N. J. N., & Sanford, A. K. (2010). The “I” in RtI: Research-based factors for intensifying instruction. *Teaching Exceptional Children, 42*(6), 30-38.

Tomlinson, C. A. (2008). Learning to love assessment. *Educational Leadership, 65*(4), 8-13.

Additional Reading and Resources

Cohen, L. G., & Spenciner, L. J. (2011). *Assessment of children and youth with special needs* (4th ed.).

Current journal articles and web articles related to assessment of students with special learning needs will be required. These articles will include articles from the current issues of assessment for Effective Intervention which is the professional journal for the CEC Division for Educational Diagnostic Services (CEDS). Other readings from internet sites such as [http://ericase.net](http://ericase.net/) (Clearinghouse on Assessment and Evaluation) and [www.interventioncentral.org](http://www.interventioncentral.org/) (Intervention Central) will be require

### SPED 5893 Organization, Administration, and Supervision of Special Education

Short title: Organization and Administration

Catalog Description:

A study of the methods and techniques for the assessment and programming for children in all areas of exceptionality with emphasis on diagnosis, classification, programming, and tracking progress.

Learning Objectives:

After completing this course students will demonstrate the following competencies:

* + Knowledge of the evaluation process and determination of eligibility. (AR 1.1)
  + Knowledge of the variety of methods for assessing and evaluating the performance of individuals with exceptionalities. (AR 1.2)
  + Knowledge of strategies for identifying individuals with exceptionalities. (AR 1.3)
  + Knowledge of the use and limitations of portfolios in assessment (AR 1.8)
  + The ability to design and use methods for assessing and evaluating programs. (AR 1.11)
  + The ability to design and implement research activities to examine the effectiveness of instructional practices. (AR 1.12)
  + The ability to advocate for evidence based practices in assessment. (AR 1.13)
  + Knowledge of the effects of the cultural and environmental milieu of the child and the family on behavior and learning. (AR 2.1)
  + Knowledge of the theories and methodologies of teaching and learning, including adaptation and modification of curriculum. (AR 2.2)
  + Knowledge of the continuum of program options and services available to individuals with exceptionalities. (AR 2.3)
  + Knowledge of the pre-referral intervention processes and strategies. (AR 2.4)
  + Knowledge of the process of developing Individual Educational Programs (IEP). (AR 2.5)
  + Knowledge of assessment procedures that address all disabilities (AR 2.7)
  + Knowledge of the variability of individuals within each category of disability (AR 2.8)
  + Knowledge of the over/under representation of individuals with cultural and linguistic diversity who are referred for assessment (AR 2.9)
  + Knowledge of the characteristics of individuals with exceptional learning needs that impact the development of programs and services (AR 2.10)
  + The ability to improve instructional programs using principles of curriculum development and modification, and learning theory. (AR 2.13)
  + The ability to incorporate essential components into individualized education plans (AR 2.14)
  + Knowledge of best practices in research-based assessment (AR 3.2)
  + Knowledge of resources and methods that address student learning, rates, and learning styles (AR 3.3)
  + The ability to identify and use the research literature to resolve issues of professional practice. (AR 3.4)
  + Knowledge of the needs of different groups in a pluralistic society. (AR 4.1)
  + Knowledge of evidence-based theories of organizational and educational leadership. (AR 4.2)
  + Knowledge of emerging issues and trends that potentially affect the school community and the mission of the school. (AR 4.3)
  + Knowledge of Federal and State education laws and regulations. (AR 4.4)
  + Knowledge of current legal, regulatory, and ethical issues affecting education. (AR 4.5)
  + Knowledge of the responsibilities and functions of school committees and boards (AR 4.6)
  + Knowledge of the laws and policies related to assessing individuals with exceptional learning needs (AR 4.7)
  + Knowledge of emerging issues and trends that impact assessment (AR 4.8)
  + Knowledge of the issues in general and special education that impact placement decisions for individuals with exceptional learning needs (AR 4.11)
  + Knowledge of the policy and research implications that promote recommended practices in assessment (AR 4.12)
  + The ability to promote high expectations for self, staff, and individuals with exceptionalities (AR 4.14)
  + The ability to advocate for educational policy within the context of evidence-based practices. (AR 4.15)
  + The ability to mentor teacher candidates, newly certified teachers, and other colleagues. (AR 4.16)
  + The ability to design and evaluate procedures for effective participation in school, system, and statewide assessments (AR 4.17)
  + Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians. (AR 5.1)
  + Knowledge of the moral and ethical responsibilities of educators. (AR 5.2)
  + Knowledge of the human rights of individuals with exceptionalities and their families. (AR 5.3)
  + Knowledge of the qualifications to administer and interpret test results (AR 5.4)
  + Knowledge of organizations and publications relevant to the field of educational examiner (AR 5.5)
  + Knowledge of the ethical considerations relative to assessment (AR 5.6)
  + The ability to model ethical behavior and promote professional standards (AR 5.7)
  + The ability to use ethical and legal discipline strategies. (AR 5.9)
  + The ability to disseminate information on effective school and classroom practices. (AR 5.10)
  + The ability to create an environment which supports continuous instructional improvement. (AR 5.11)
  + The ability to develop and implement a personalized professional development plan. (AR 5.12)
  + The ability to respect individual privacy and confidentiality (AR 5.13)
  + The ability to participate in professional development activities (AR 5.14)
  + Knowledge of the methods for communicating goals and plans to stakeholders. (AR 6.1)
  + Knowledge of the roles of educators in integrated settings. (AR 6.2)
  + Knowledge of the roles of various agencies within the community (AR 6.3)
  + The ability to apply strategies to resolve conflict and build consensus. (AR 6.5)
  + The ability to communicate with team members to determine assessment needs and review assessment results (AR 6.6)
  + The ability to use interagency collaboration in planning Intervention (AR 6.9)

Specific Student Assignments:

Write a 9 – 12 page paper on some aspect of special education administration; use APA style

Read 10 journal articles related to special education administration and write a ½ to 1 page summary of each article; include bibliographic information and your reflection.

Develop a case study on a student with disabilities tracking the student’s learning. The case study will include the lessons and the modification and adaptations used, but also modification and adaptations that might have been used.

Complete an end of course written examination

Textbook: Smith, T.E.C. (2016). *Serving students with special needs: A practical guide for administrators*. New York: Routledge.

SPED 5883 Research in Special Education

Short title: Research SPED

Catalog Description:

A study of the methods and techniques used in research in special education.

Learning Objectives:

After completing this course students will demonstrate the following competencies:

* + The ability to design and implement research activities to examine the effectiveness of instructional practices. (AR 1.12)
  + Knowledge of resources and methods that address student learning, rates, and learning styles (AR 3.3)
  + The ability to identify and use the research literature to resolve issues of professional practice. (AR 3.4)
  + The ability to evaluate and modify instructional practices in response to ongoing assessment data (AR 3.5)
  + The ability to use educational research to improve instruction intervention strategies, and curricular materials. (AR 3.6)
  + The ability to evaluate assessment techniques based on learning theories (AR 3.7)
  + The ability to design and evaluate procedures for effective participation in school, system, and statewide assessments (AR 4.17)
  + Knowledge of the roles of educators in integrated settings. (AR 6.2)
  + Knowledge of the roles of various agencies within the community (AR 6.3)
  + The ability to collaborate to enhance opportunities for learners with exceptionalities. (AR 6.4)
  + The ability to apply strategies to resolve conflict and build consensus. (AR 6.5)
  + The ability to communicate with team members to determine assessment needs and review assessment results (AR 6.6)
  + The ability to assist with pre-referral interventions and strategies (AR 6.7)
  + The ability to assist teachers in interpreting data including large scale and individual assessments (AR 6.8)
  + The ability to use interagency collaboration in planning Intervention (AR 6.9)

Specific Student Assignments:

Write a 9 – 12 page paper on some aspect of special education research. Use APA guidelines

Read 10 journal articles related to special education research and write a ½ to 1 page summary of each article; include bibliographic information and your reflection.

Work with assigned groups of students to defend a particular position in special education and debate the topic with another team.

Complete an end of course written examination

Faculty

There are six faculty in the Special Education Program who will be involved with this program. These include:

Dr. Tom Smith, Ed.D.\*\*, University Professor of Special Education, Graduate faculty status

* Inclusion course, transition course, professional and family partnership course, legal aspects course

Dr. Kathy Collins, Ph.D.,\*\* Professor of Special Education, Graduate culty status

* Assessment and programming course, inclusion course

Dr. Peggy Whitby, Ph.D., \* Associate Professor, Graduate faculty status, TESS trained fall 2015

* ABA and classroom management course, ASD course

Dr. Liz Laura, Ph.D., \*\* Assistant Professor of Special Education, Graduate faculty status

* ABA and classroom management course, ASD course

Dr. Suzanne Kucharyzk, \*\* Ph.D., Assistant Professor of Special Education, Graduate faculty status

* Severe disabilities course, inclusion course, professional and family partnership course, transition course

Mr. David Hanson, M.Ed., \* Clinical Instructor of Special Education, TESS trained fall 2014

* Teaching content course, practicum course, literacy skills course

**\*TESS trained**

**\*\*TESS training spring 2016**

**Institutional Resources**

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| **Institutional Readiness and Commitment**   * 1. Description of the internal organizational structure that coordinates distance courses/programs. (development, technical support, oversight)   2. Evidence of policies and procedures to keep the technology infrastructure current.   3. Evidence of procedures to assure the security of students’ personal information.   4. List of services (course materials, course management and delivery, technical services, etc.) to be outsourced to other organizations if applicable. | 1. Online courses are supported by Global Campus and are designed to produce the same learning outcomes as on-campus courses. 2. Advanced interactive technology allows students to join other online students as a community to reach their learning goals. Our Blackboard support personnel are always ready to help faculty and students and keep our technology on the cutting edge. 3. U of A secures personal information through online courses where information is only available to the student and instructor unless posted on the discussion board where it is available to other students. 4. Not applicable. 5. Our library has an extensive list of online resources through professional journals and students can also have articles downloaded and available to them through inter-library loan. Currently the following journals are available online to our students: *Dyslexia, Literacy Research & Instruction, Literacy Today, Exceptional Child Education Resources* and others. | A statement of resources available in the university library regarding Dyslexia Therapy is included. |

Institutional Resources Dedicated to Program Support

The College of Education and Health Professions at the University of Arkansas has the highest enrollment of graduate students on campus, with approximately 1,000 graduate students. There are approximately 4,200 undergraduate students in the college, making it the second largest college on campus. The college employs approximately 180 faculty, tenure-track and clinical, a senior associate dean, one assistant dean for education, one assistant dean for health professions, one assistant dean for administration. As a result of the large capacity of the college the support services are substantial. At the dean’s office alone there are 11 staff involved in accounting, budgeting, human resources, field experiences, and licensure.

The college budget is more than $18 million, with approximately $2.5 million of this budget, generated through web-based programs, budgeted as discretionary funds. Additionally, the college received more than $5 million in FY 15 from gifts for various academic and scholarship programs.

The special education program, where the proposed program will be housed, is in the Department of Curriculum & Instruction (CIED), which is the largest department in the college. CIED has 37 full-time faculty and an additional five support staff and three advisors. The CIED annual maintenance budget is $93,000. An additional $28,000 is available annually for instructional equipment and supplies and another $136,000 is provided for supplemental instruction. The proposed program faculty will receive approximately $12,000 for FY 16 travel as well as a proportion of the CIED maintenance, instructional equipment, and supplemental instruction budget.

E. Distance Learning Technology Programs

1. Curriculum and Instruction

All of the courses in the program will be delivered via distance learning teaching technology. The current M.Ed. program in special education has been delivered via distance learning technology for more than 10 years; this proposal is to simply change some of the course requirements to align with licensure requirements. Course syllabi have been previously listed along with faculty teaching the courses.

1. Methods of Course Delivery and Faculty/Student Interaction

Courses will be delivered using the Blackboard platform through web-based technology. All courses will be delivered asynchronously.

1. Institutional Readiness and Commitment

The University of Arkansas Global Campus (formerly the School of Continuing Education) has coordinated distance learning since its beginning on campus more than 25 years ago. The global campus administrative unit is the equivalent of the other colleges on campus, with a dean serving on the Provost’s deans’ executive group. All college deans and the dean of the Global Campus report directly to the Provost, who oversees the entire academic component of the campus. No services will be outsourced to other organizations.

1. Instructional and Technical Support

Faculty and staff involved in delivering courses and programs via distance learning technology receive professional development in the use of Blackboard. The campus has also engaged in ensuring course and program quality through Quality Matters. Global campus also has instructional technology support and instructional design support for faculty engaged in distance learning.

1. Student Support

Course offerings, program requirements, registration costs, library access, necessary technical skills, and administrative procedures for dropping courses are all included on the global campus web site and web sites related to specific web-based degree programs. For example, the main Blackboard Learn web page provides information about the electronic help desk, global campus online courses, student affairs. Blackboard help desk is available for students from 7:00 am to 10:00 pm Monday through Friday, 11:00 am to 4:00 pm on Saturday, and 6:00 pm to 11:00 pm on Sunday. Each course main page also includes a link to an On Demand Learning Center, which provides short, interactive video lessons called Quick Tutorials.

1. Evaluation and Assessment

The campus has begun using Quality Matters as the primary mechanism to insure quality of programs. The overall evaluation of programs and courses is coordinated through the office of the Senior Associate Dean and the appropriate assistant deans for education and health professions. Proctors are used in some course assessments.

Students have access to course evaluations each term, similar to the course evaluation system for on-campus courses.