**LON E Revision**

**Letter of Notification**

**Revision of Existing Education Programs**

 **(LON E Revision and ADE Program Proposal submitted to ADHE)**

***Note: This LON is for existing programs only. For new programs, submit a Letter of Intent and ADE Program Proposal for New Licensure Programs***

1. Institution submitting request: University of Arkansas Fayetteville
2. Date submitted: February 16, 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. Revised program effective date: Fall 2016
6. Current program title: Special Education Instructional Specialist, P-4th grade and Grades 4-12
7. CIP Code: 13.1001 Degree Code: 5870
8. Revised program title: Special Education Resource Teacher License, K-6 or 7-12
9. CIP Code: 13.1001 Degree Code: 5870
10. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): post-baccalaureate
11. 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: \_ Special Education Resource Teacher License, K-6 or 7-12
12. Indicate if courses/program of study will be offered for distance delivery: Currently, the delivery of P-4 and 4-12 special education instructional specialist are approved for online. All required resource teacher licensure courses are currently offered online.
13. 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 Revision and ADE Program Proposal for revision of existing degree or certificate program by February 1 for Fall program implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer systems. 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 31, 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: \_Special Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Range: K-6, 7-12

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)

\_\_\_\_ **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)

 \_\_X\_ **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:** \_\_\_\_\_Fall 2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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**

Purpose of the Program

This program is designed to prepare licensed special education resource teachers for either K-6 or 7-12 at the Graduate Level. The program will be an endorsement to a general education teaching license and is only available to individuals with a standard license or on an ALP. Requirements include the completion of a special education 101 academy course, completion of a 3-hour graduate course during the fall semester and a 3-hour graduate course during the spring semester, plus one additional 3-hour graduate course for a total of 12 semester hours. Students must be considered highly qualified in K-6, 4 – 8, or 7-12 in math, English, or science prior to entering the program. Their endorsement will reflect the level of their being highly qualified.

In Arkansas there are more than 50,000 students with disabilities served in special education programs. This accounts for approximately 8.4 percent of all school-age children between the ages of 3 and 21 (U.S. Department of Education). The most recent *Annual Report to Congress on the Implementation of IDEA* reported that 83.4% of all students in special education are educated in regular classrooms more than 40% of each day, meaning that they also receive special education services in resource rooms. Special education teachers in these settings, typically called resource room teachers, provide supplemental supports for students and may also serve as the teacher of record for various subjects. This program will greatly increase the number of available resource room teachers. As a result of its delivery via distance education it will result in a positive impact for the entire state. Once fully implemented the program will prepare approximately 25 – 30 licensed resource room teachers annually.

Need for the Program

The Arkansas Department of Education (ADE) recently noted that it receives, on an annual basis, approximately 500 requests for waivers in special education so that non-special education licensed teachers can teach in those classrooms. This is by far the largest group of licensure waivers requested from ADE. The cause of such a large number of waiver requests is the limited number of fully qualified special education teachers in the state. Since 1990, the U.S. Department of Education has included special education as a shortage area in Arkansas (U.S. Department of Education, Teacher Shortage Areas). Since federal law requires students with disabilities to receive a free appropriate public education, the quality of special education teachers is a very important concern. The proposed program preparing K-6 and 7-12 resource room teachers will help reduce the teacher shortage and meet this critical need in Arkansas.

The proposed program will be on-line through a web-based delivery. It is needed to serve the northwest Arkansas districts of Bentonville (15,505 student population), Rogers (15,027 student population, Springdale (20,500 students) and Fayetteville (9,503 student population) which serve over 60,500 students, and surrounding districts in northwest Arkansas. Approximately 2,500 teachers are employed by these districts with many having graduated of the University of Arkansas. When these seek advanced degrees and endorsements, they look to UAF to provide these initial programs. In addition, as an online program, the endorsement licensure program will be available to all teachers in the state (approximately 34,000) and has the potential of positively affecting up to almost half a million students. This program will be administratively housed in our special education department which has experience delivering quality programs online. We have received numerous inquiries from school district administrators and teachers inquiring about pursuing this licensure program at the University of Arkansas.

We expect to enroll approximately 25-30 candidates in this program annually beginning with the summer 2016, resulting in 25 – 30 completers by August 2017, and annually thereafter.

**Other Arkansas IHE’s Offering the Program**

At this time there are no other institutions of higher education in Arkansas offering the initial special education license at the graduate level.

**Program Description**

General Description

The Resource Room K-6, 7-12 special education endorsement, enables individuals who hold a teaching license in K-6, 4-8, or 7 – 12 (math, science, or English) to be eligible for an endorsement as a resource room teacher. The program is designed for individuals considered highly qualified in one of the above noted areas. A major purpose of the program is to address the severe teacher shortage in special education by providing an avenue for special education license at the graduate level for practicing teachers.

Successful candidates would complete their program of study and be eligible for a K-6, 7-12 resource room teaching endorsement in special education, at the level corresponding to their general education license. This preparation program would prepare teachers for resource room and general education inclusive classroom settings; therefore, the program would focus on differentiation of instruction, collaboration, co-teaching, and methods for teaching students with disabilities served in resource rooms or inclusive classrooms. The entire program would be completed in 14 months. Students would complete Special Education 101, competencies established by the Arkansas Department of Education, and receive a provisional resource room teaching license. During the fall and spring terms these individuals would complete two additional courses (3 hours each) and finish the program with one 3 hour course during the summer. Their eligibility for a standard endorsement would require them to pass the appropriate Praxis exam.

Plan of Study

**Summer I (Special Education 101):**

**SPED 5733** Inclusive Practices for Diverse Populations

**Fall:**

**SPED 5633** Curriculum Development and Instructional Planning

**Spring:**

**SPED 5873** Assessment and Programming for Exceptional Students

**Summer II**

**SPED 5783** Professional and Family Partnerships

# Curriculum Matrix Competencies

In addition to the Arkansas Teaching Standards, the Special Education K-12 teacher shall demonstrate knowledge and/or competencies in the following areas:

|  |  |
| --- | --- |
| **1. Learner Development and Individual Learning Differences**ATS (InTASC): Standard 1, Standard 2CEC: Standard 1 | SPED 5733 Inclusive Practices for Diverse PopulationsSPED 5783 Professional & Parent Partnerships |
| **2. Learning Environments**ATS (InTASC): Standard 3 CEC: Standard 2 | SPED 5733 Inclusive Practices for Diverse PopulationsSPED 5633 Curriculum Development and Instructional PlanningSPED 5783 Professional & Parent PartnershipsSPED 5873 Assessment and Programming for Exceptional Students |
| **3. Curricular Content Knowledge**ATS (InTASC): Standard 4, Standard 5CEC: Standard 3 | SPED 5733 Inclusive Practices for Diverse PopulationsSPED 5633 Curriculum Development and Instructional Planning SPED  |
| **4. Assessment**ATS (InTASC): Standard 6 CEC: Standard 4 | 5733 Inclusive Practices for Diverse PopulationsSPED 5633 Curriculum Development and Instructional PlanningSPED 5783 Professional & Parent PartnershipsSPED 5873 Assessment and Programming for Exceptional Students |
| **5.Instructional Planning and Strategies**ATS (InTASC): Standard 7, 8CEC: Standard 5 | 5733 Inclusive Practices for Diverse PopulationsSPED 5633 Curriculum Development and Instructional PlanningSPED 5783 Professional & Parent PartnershipsSPED 5873 Assessment and Programming for Exceptional Students |
| **6. Professional Learning and Ethical Practice**ATS (InTASC): Standard 9 CEC: Standard 6 | 5733 Inclusive Practices for Diverse PopulationsSPED 5633 Curriculum Development and Instructional PlanningSPED 5783 Professional & Parent PartnershipsSPED 5873 Assessment and Programming for Exceptional Students |
| **7. Collaboration**ATS (InTASC): Standard 10 CEC: Standard 7 | 5733 Inclusive Practices for Diverse PopulationsSPED 5633 Curriculum Development and Instructional PlanningSPED 5783 Professional & Parent PartnershipsSPED 5873 Assessment and Programming for Exceptional Students |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competences for Special Education Resource Room Teachers, Grades K-6, 7-12Endorsement |  |  |  |  |
| Competency |  5733 |  5633 |  5873 |  5783 |
| 1.1 Ability to Understand how language, culture, & family backgrounds influence the learning of individuals with exceptionalities |  X |  |   |  X |
| 1.2 Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities |  X |   |  |   |
| 1.3 Ability to apply knowledge of typical and atypical human development and neurological and medical factors to respond to the needs of individuals with exceptionalities |  X |  |  |  |
| 2.1 Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions |  X |   X |   X |   X |
| 2.2 Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments |  X  |  X |  X |  |
| 2.3 Knowledge of how to intervene safely &appropriately with individuals with exceptionalities in crisis |  X |  |  |  |
| 3.1 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities including the consideration of the scope and sequences of general and special curricula |  X |  X |   |   |
| 3.2 Ability to understand and apply intervention strategies for learners with exceptionalities that affect progress in science, math, English language arts, and social studies |  X |  X |   |   |
| 4.1 Ability to analyze and use formal and informal assessments to plan instruction and interventions for students with exceptionalities |   X |  |  X |  |
| 4.2 Ability in collaboration with colleagues & families, to use multiple types of assessment information in making decisions about individuals with exceptionalities |  X |   |  X |  X |
| 4.3 Ability to follow legal guidelines |  X |  X |  X |  X |
| 5.1 Ability to consider an individual’s abilities, interests, learning environments, & cultural & linguistic factors in the selection, development, & adaptation of learning experiences for individuals with exceptionalities |   |   X |   X |   X |
| 5.2 Ability to develop & implement a variety of education & transition plans for individuals with exceptionalities across a wide range of settings & different learning experiences in collaboration with individuals, families, & teams |  X |   X |  |  |
| 5.3 Ability to apply UDL principles |  X |  X |  XX |  X |
| Competency | 5733 | 5633 | 5873 | 5783 |
| 5.4 Ability to use strategies to enhance language development and communication skills of individuals with exceptionalities |  X |  |  |  |
| 6.1 Knowledge of legal foundations for special education |   X |  |   |   X |
| 6.2 Knowledge of legal issues of disciplining individuals with exceptionalities, including the relationship of special education to the organization and function of educational agencies |   X |  |  |  X |
| 6.3 Ability to use professional Ethical Principles and Professional Practice Standards to guide teaching |   X |  |   |   X |
| 7.3 Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators |  X |  X |  X |  X |

## 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 be able to:

* + Ability to distinguish different types of knowledge
	+ Ability to explain the benefits of teaching for understanding
	+ Ability to create a unit of study appropriate for a broad-range of learners
	+ Ability to demonstrate how specific modifications and accommodations address specific learner needs
	+ Ability to incorporate required content standards in curriculum development and lesson planning
	+ Ability to determine which instructional strategies are most appropriate for different disciplines and grade levels
	+ Ability to develop a rationale for differentiating instruction including its principles
	+ Ability to create a range of assessments that would be used throughout a unit of study to monitor student progress
	+ Ability to illustrate how curriculum, assessment and instructional are inextricably linked within a unit of study
	+ Ability to provide specific recommendations for implementing small group instruction including management tips to classroom teachers
	+ Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions (AR 2.1)
	+ Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments (AR 2.2)
	+ Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities including the consideration of the scope and sequences of general and special curricula (AR 3.1)
	+ Ability to understand and apply intervention strategies for learners with exceptionalities that affect progress in science, math, English language arts, and social studies (AR 3.2)
	+ Ability to follow legal guidelines (AR 4.3)
	+ Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities (AR 5.1)
	+ Ability to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams (AR 5.2)
	+ Ability to apply Universal Design for Learning (UDL) principles (AR 5.3)
	+ Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators (AR 7.3)

Field Experiences

Students will be assigned to specific inclusion classes at various grade levels. Each student will teach at least 2 lessons that they have developed, one to a K-6 level and one to a 7-12 level classroom, and obtain feedback from the classroom teacher. 20 hours contact is required.

Textbooks

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

Gore, M.C. (2010). *Inclusion strategies for secondary classrooms: Keys for struggling learners* (2nd ed.). Thousand Oaks, CA: Corwin Press.

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

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.

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

# SPED 5733: Inclusive Practices for Diverse Learners

**Note: This course includes all of the requirements for the SPED 101 Academy**

#### 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. Competencies

After completing this courses, students will be able to demonstrate the following competencies:

* Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities (AR 1.1)
* Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities (AR 1.2)
* Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions (AR 2.1)
* Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments (AR 2.2)
* Knowledge of how to intervene safely and appropriately with individuals with exceptionalities in crisis (AR 2.3)
* Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities (AR 3.1)
* Ability to understand and apply intervention strategies for learners with exceptionalities that affect progress in science, math, English language arts, and social studies (AR 3.2)
* Ability to analyze and use formal and informal assessments to plan instruction and interventions for students with exceptionalities (AR 4.1)
* Ability in collaboration with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities (AR 4.2)
* Ability to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them (AR 4.3)
* Ability to follow legal guidelines (AR 4.4)
* Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities (AR 5.1)
* Ability to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams (AR 5.2)
* Ability to apply Universal Design for Learning (UDL) (AR 5.3)
* Knowledge of legal foundations for special education including (AR 6.1)
* Knowledge of legal issues of disciplining individuals with exceptionalities (AR 6.2)
* Ability to use professional Ethical Principles and Professional Practice Standards to guide teaching (AR 6.3)
* Ability to serve as an advocate for individuals with exceptionalities (AR 6.4)
* Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators (AR 7.1)

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

Smith, T.E.C., Polloway, E.A., Doughty, T., Patton, J.R., & Dowdy, C.A (2016). Teaching students with special needs in inclusive settings, 7th ed. Upper Saddle river, NJ: Pearson.

College of Education and Health Professions
DEPARTMENT OF CURRICULUM AND INSTRUCTION
“The Scholar-Practitioner Model”

SPED 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 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

* Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities (AR 1.1)
* Ability, through collaboration with general educators and other colleagues, to create safe, inclusive culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interaction AR 2.1)
* Ability, in collaboration with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities, including the reporting of assessment results to all stakeholders using effective communication skills (AR 4.2)
* Ability to follow legal guidelines (AR 4.3)
* Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities (AR 5.1)
* Ability to apply Universal Design for Learning (UDL) principles (AR 5.3)
* Knowledge of legal foundations of special education (AR 6.1)
* Knowledge of legal issues disciplining individuals with exceptionalities, including the relationship of special education to the organization and function of educational agencies (AR 6.2)
* Ability to use collaboration to promote the well=being of individuals with exceptionalities across a wide range of settings and collaborators (AR 6.3)
* Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators (AR 7.3)

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 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.

Gonzalez-Mena, J. (2012). *50 strategies for communicating and working with diverse families, 3rd Ed*. Upper Saddle River, NJ: Pearson.

## 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:

* + Understand confidentiality and FERPA and its impact on educational professionals
	+ Understand reliability and validity and their application in assessment
	+ Describe norm-referenced and criterion-referenced assessment and their advantages and disadvantages
	+ Understand the legal basis for the determination of disability
	+ Know the standard evaluation procedures used in the assessment of person with disabilities and others referred for determination of eligibility under IDEA
	+ Study the research behind Response to Intervention (RtI), RtI procedures, and the effective use of RtI planning classroom instruction
	+ Interpret assessment data for its use in determining eligibility and individualized planning for students with disabilities and the usefulness of tests in these situations
	+ Understand the importance of frequent evaluations to determine the effectiveness of student’s learning plans to improve academic outcomes
	+ Understand the importance of using evidence-based decision making to inform instructional and
	+ Understand the use of assessment data in decision making at IEP meetings
	+ Know the impact of diversity on assessment tools, how to accommodate culture as a special consideration in assessment, and how to use the multicultural guidelines for assessment
	+ Know the importance of practicing within the professional ethics, standards, and policies of CEC, upholding the laws, regulations and policies that influence professional practice and advocating for the improvement in laws, regulations, and policies governing the use of assessment in the education of all students
	+ Ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities (AR 1.1)
	+ Ability, through collaboration with general educators and other colleagues, to create safe, inclusive culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interaction AR 2.1)
	+ Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments (AR 2.2)
	+ Ability to analyze and use formal and informal assessments to plan instruction and interventions for students with exceptionalities (AR 4.1)
	+ Ability, in collaboration with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities, including the reporting of assessment results to all stakeholders using effective communication skills (AR 4.2)
	+ Ability to follow legal guidelines (AR 4.3)
	+ Ability to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities (AR 5.1)
	+ Ability to apply Universal Design for Learning (UDL) principles (AR 5.3)
	+ Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators (AR 7.3)

Field Experiences

* + Curriculum-based Assessment (CBA) - 10 hours contact is required for this field experience
		- Develop and administer a Curriculum-based Assessment (CBA) in an inclusive K-6classroom-
		- Develop lessons based on the information from the CBA
		- Administer the CBA after teaching the lessons to determine the progress made by the students
	+ Observe a teacher using RtI in a K-6 classroom - 3 hours contact is required for this field experience
	+ Interview a school psychologist or educational examiner to learn their role in the education of students with disabilities in 7-12 classrooms - 2 hours contact is required for this field experience
	+ Examine the tests recommended for use by the Arkansas Department of Education and become familiar with their content. Develop a chart differentiating when you would use which test for K-6 and 7-12 students -- 5 hours contact is required for this field experience
	+ Assist a K – 6 teacher in preparing assessment materials and recommendations for an IEP meeting --3 hours contact is required for this field experience
	+ Observe an IEP meeting for a 7 – 12 student - 2 hours contact is required for this field experience (Total 25 hour contact)

Textbook

Pierangelo, R., & Giuliani, G. A. (2012). Assessment in special education: A practical approach (4th ed.). Upper Saddle River, NJ: Pearson Education.

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

Sample of Rubrics

SPED 5873: Assessment and Programming for Exceptional Students

**Case Study Assignment**

**Purpose: The purpose of this case study is for you, the candidate, to complete an in-depth look into the strengths and weaknesses of a particular child, and then utilize the information obtained to plan learning opportunities for that child. This case study will address the following goals:**

1. **familiarize you with a variety of assessment techniques**
2. **emphasize the interrelatedness of assessment and instruction and to illustrate the role of assessment in instructional decision making**
3. **develop your skills in analyzing student responses and work samples to determine the child’s strengths and weaknesses and to use such information to guide your instruction**
4. **broaden your understanding of the learning processes of an individual child**
5. **encourage you to reflect on the child’s response to a variety of assessment tools and techniques**
6. **foster a critical analysis of the effectiveness of a variety of assessment tools and techniques**
7. **deepen your skills at documenting student progress over time**
8. **provide experience in communicating assessment results and instructional implications for school and home with the child’s parent/guardian.**

Components:

1. **INTRODUCTION**
	* **Give a complete description of the child including age, grade level, gender and initials or alias. Please do not use the child’s real name in order to protect confidentiality of the child.**
	* **Provide a description of the classroom setting and academic environment. Describe the achievement events that occur on a regular basis, the environmental support for learning and risk taking, and the general approach to developing academic skills that is utilized.**
2. **ACADEMIC ASSESSMENTS**
	* **You will gather information regarding the child’s academic skills through the duration of your work with the child. The same assessments should be conducted at intervals that will enable you to document growth over time (such as at the beginning and end of the 9 week period).**
	* **Specific assessments you will include will be determined by the appropriateness for your learner.**
3. **INSTRUCTIONAL IMPLICATIONS: Following each assessment or group of assessments, you should attempt to draw conclusions regarding the child’s knowledge or skill in each area and then use the information to guide instruction. Include the following components in these sections:**
	* **Analysis: Conclusions drawn based on the data from each assessment**
	* **Lesson plans or lesson descriptions: Lessons should be developed and implemented that reflect your understanding of the assessment data you have available. Indicate how you used specific data or information to differentiate instruction for your case study child.**
4. **CONCLUSIONS: At the end of your work period with the child, you are asked to review all the assessment/instructional data available to you and reflection all that you know of the child’s progress over time and provide suggestions for future instruction.**
	* **This information may begin with a summary of the child’s strengths, weaknesses, use of specific strategies and attitudes towards learning in each academic area. It is also good to include some statement in regard to the child’s overall academic skills. With any summary statement or conclusion, it is important to support your position with references to specific data sources.**
	* **Provide suggestions for instruction based on the data. Include specific strategies with a rationale for why this strategy or instructional method is particularly suited for your child.**
5. **PERSONAL REFLECTIONS ON ASSESSMENT STRATEGIES: Include a section that presents your opinions regarding the effectiveness or merit of these types of assessment to gather information regarding the child’s knowledge and skills and your understanding of the learning process.**
6. **PARENT PAGE: Prepare a brief, concise report for the parent/guardians of the child on whom you conducted your case study. Include in your report a candid but helpful assessment of the child listing the child’s strengths as well as areas to work on. Describe the school-based instruction that will be most important for the child. Also provide suggestions for what can be done at home to promote the child’s academic development. Do not use education jargon, but explain in professional, clear terms. It is also important to pay attention to the presentation of the information. Use subheadings, bulleted information, charts and graphs where helpful. You should consult with your mentor teacher to determine the most appropriate method and format to communicate this information to the parent.**

**Note: You must document the conference with the parent/guardian in which you communicate the assessment results and instructional implications. This must be observed and assessed by your mentor with the rubric provided.**

**Rubric for Assessing Interactions with Parents and Guardians**

**Rubric for Assessing SPED 5873 Assessment and Programming for Exceptional Students Case Study Assignment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Mastery** | **Demonstrates** | **Beginning** | **No Evidence** |
| **I. Introduction** | **a. \_Complete description of child and classroom literacy setting including physical layout, routine and academic environment** | **a. \_Description lacks some significant details** | **a. \_Description is very limited in describing the child and the classroom setting** | **a. \_ No or inappropriate /inaccurate description of the child and the classroom setting** |
| **II. Assessments****(Note: You should have subheadings within this section for each academic area that is assessed.)** | **a. \_Assessments are well suited to gathering the intended information****b. \_Student was provided with useful feedback regarding their performance****c. \_Conclusions drawn are strongly supported by data****d. \_Data analysis reveals specific strategies &/or concepts held by the student****e. \_Anecdotal records provide specific evidence of the child’s academic abilities** | **a. \_Limited connection to the assessment and intended information****b. \_Student received feedback but little guidance on how to improve performance****c. \_Conclusions drawn are not adequately supported by data****d. \_Data analysis provides limited number of strategies or concepts held by the student****e. \_Anecdotal records provide some evidence of academic abilities** | **a. \_Vague connection between assessment and information****b. \_Student received limited feedback regarding performance or how to improve****c. \_Limited attempt was made to support conclusions with data****d. \_Limited attention was paid to the identification of strategies or concepts held by the student****e. \_Anecdotal records are vaguely related to the child’s academic abilities being assessed** | **a. \_No connection between assessment and information****b. \_Student received no feedback regarding performance or how to improve****c. \_No conclusions are supported with data****d. \_No attention was paid to the identification of strategies or concepts held by the student****e. \_ Anecdotal records are not related to the child’s academic abilities being assessed** |
| **III. Instructional Implications** | **a. \_Instructional recommendations and lesson plans show clear understanding of the reading/writing process and the connection between assessment and instruction****b. \_Teaching strategies are clearly explained and directly related to the specific information learned from the assessments** | **a. \_ Instructional recommendations and lesson plans show limited understanding of the reading/writing process** **b. \_Teaching strategies are loosely based on specific information learned from assessments** | **a. \_ Instructional recommendations and lesson plans show vague understandings of the reading/writing process****b. \_No clear connection between teaching strategies or lessons and information available from assessments** | **a. \_ No instructional recommendations or lesson plans show no understandings of the reading/writing process****b. \_No or inappropriate teaching strategies and/or lessons for information available from assessments** |
| **IV. Conclusions** | **a. \_Description of child’s academic abilities is specifically supported by data****b. \_Ample/appropriate recommendations for instruction &/or curriculum modifications are made****c. \_Suggestions for future instruction are appropriate for the learner****d. \_Instructional suggestions show strong consideration of child’s interests &/or abilities** | **a. \_Description of child’s academic abilities is somewhat supported by data****b. \_Few recommendations for instruction &/or curriculum modifications are made****c. \_Suggestions for future instruction are somewhat appropriate for the learner****d. \_Instructional suggestions show moderate consideration of child’s interests &/or abilities** | **a. \_No clear connection between statement of child’s academic abilities and analysis of data****b. \_Inappropriate recommendations for instruction &/or curriculum modifications are made****c. \_Suggestions for future instruction are not appropriate for the learner****d. \_Instructional suggestions show little consideration of child’s interests &/or abilities** | **a. \_No connection between statement of child’s academic abilities and analysis of data****b. \_No recommendations for instruction &/or curriculum modifications are made****c. \_No suggestions for future instruction are made****d. \_No instructional suggestions were made** |
|  | **Mastery** | **Demonstrates** | **Beginning** | **No Evidence** |
| **V. Parent Page** | **a. \_Report is concise but informative and tone is professional but candid****b. \_Recommendations are appropriate and feasible** **c. \_Results are shared with parents/guardians. Rubric reflects mastery of skills** | **a. \_Report communicates limited key points and tone is less professional and candid****b. \_Recommendations are somewhat appropriate and feasible** **c. \_ Results are shared with parents/guardians. Rubric reflects demonstration of skills** | **a. \_Report fails to communicate key points effectively and tone is not professional****b. \_Recommendations are not appropriate or** **seemingly unfeasible****c. \_ Results are shared with parents/guardians. Rubric reflects beginning skills** | **a. \_No report to communicate key points** **b. \_No recommendations are made****c. \_ No results are shared with parents/guardians.**  |
| **VI. Professional Appearance** | **a. \_A clear organizational structure is used to facilitate reading****b. \_No grammatical or spelling errors****c. \_Overall appearance is polished and professional** | **a. \_Organizational structure is somewhat effective in facilitating reading****b. \_Few grammatical or spelling errors****c. \_Overall appearance is somewhat polished and professional**  | **a. \_Organizational structure is not effective in facilitating reading****b. \_\_Many grammatical or spelling errors****c. \_Overall appearance lacks polish and professional presentation** | **a. \_No organizational scheme is apparent.****b. \_Grammatical and spelling errors interfere with flow of document****c. \_Overall appearance is unprofessional** |

This is a 200 point project. There are 17 areas assessed on this rubric. Each check in the *mastery* column is worth 11.76 points, each check in the *demonstrates* column is worth 10.52 points, each check in the *beginning* column is worth 9.35 points and each check in the *no evidence* column is worth 0 points.

**Grading Scale:**

**180 – 200 = Mastery 160 – 179 = Demonstrates 140 – 159 = Beginning**

Transition Plan

 Courses for the endorsement program will be initiated Summer 2016 with SPED 5733 (SPED Academy 101). Students will complete SPED 5633 in Fall 2016, SOED 5873 in Spring 2017, and SPED 5783 in Summer 2017. with students completing all requirements during summer 2017.

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.