

2-19-2007

Adolescence Program Revision to Include Special Education Dual Certification

The College at Brockport, College Senate

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SUNY BROCKPORT

College Senate
State University of New York College at Brockport
150 New Campus Drive
Brockport, NY 14420-2925
516-395-2386 (Fax) 516-395-2246

Resolution # 09 2006-2007 COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *February 19, 2007*

RE: ⇨ I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: ***Adolescence Program Revision to Include Special Education Dual Certification*** #22 06-07 UC

Signed: *Jeffrey T. Lashbrook* Date: *2/23/07*
(*Dr. Jeffrey T. Lashbrook, 2006-07 College Senate President*)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate President

FM: College President

RE: ⇨ I. Decision and Action Taken on Formal Resolution (circle choice)

a. Accepted

- *Implementation Effective Date: *Fall 2007*
**Date resolution will begin to be used by the College. (i.e. spring, fall, when included in catalog, etc.)*

b. Deferred for discussion with the Faculty Senate on ___/___/___

c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ___/___/___

b. Comment: _____

DISTRIBUTED BY PRESIDENT'S OFFICE TO: *President's Cabinet*

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: *John R. Halstead* Date: *3/6/07*
(*Dr. John R. Halstead, President, SUNY College at Brockport*)

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at www.brockport.edu/collegesenate).
- Email proposal and this cover page to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Adolescence Program Revision to Include Special Education Dual Certification
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2. BRIEF DESCRIPTION OF PROPOSAL:

Program revised to include special education dual certification.
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3. ANTICIPATED DATE OF IMPLEMENTATION:

Fall, 2007

Enter date this will be effective if passed by the Senate.

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
11/9/06 (rec'd 11/16/06)	2/1/07		

5. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Eileen Daniel	EHD	5505	edaniel@brockport.edu

6. COMMITTEES TO COPY: (Senate office use only)

Standing Committee	Forwarded To	Date
<input type="checkbox"/> Enrollment Planning & Policies	Committee	11/16/06
<input type="checkbox"/> Faculty & Professional Staff Policies	Executive Committee	1/31/07 (via email)
<input type="checkbox"/> General Education & Curriculum Policies	Senate	2/5/07 – vote 2/19/07
<input type="checkbox"/> Graduate Curriculum & Policies	Senate President's Signature	2/23/07
<input type="checkbox"/> Student Policies	College President's Signature	
<input checked="" type="checkbox"/> XX Undergraduate Curriculum & Policies	To Vice Provost	
	Other	

*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)

Adolescence English, Social Studies, Math, Science, and Foreign Language

SED Program Name: Adolescence

Award:

IRP Program Code:

Certificate Area and level: Adolescence 7-12 with 5-6 Extension

Rationale for Program Revision

The Department of Education and Human Development proposes to revise the adolescence initial certification to include Students with Disabilities Education. Changes also reflect the recommendations of an external review completed in November 2005 by the education deans from SUNY New Paltz and SUNY Potsdam.

Revised programs are consistent with the New York State standards for registered programs leading to both the initial and professional certificates found in section 52.21(b) of the Commissioner's Regulations.

A comparison of the new program to the old program.

The Adolescence Inclusion Education program will continue to require the following admission prerequisites:

All programs require a minimum cumulative GPA of ≥ 2.5 for entrance and continued eligibility.

NYS Teacher Certification:

The revised program would also lead to initial certification in the title area of Students with Disabilities grades 7-12 with middle school extension. Students will receive the college endorsement for the following certificates upon completion of the program:

- Adolescence 7-12 with middle school extension
- Students with Disabilities 7-12 with middle school extension

Adolescence Teacher Certification with Middle Childhood Education Extension (Grade 5-12)

Phase	Current Program		Proposed Program	
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	<u>Courses</u>	<u>Credits</u>	<u>Courses</u>	<u>Credits</u>
Pre-Admission Phases	General Education	Varies	General Education	Varies
	Academic Major	Varies	Academic Major	Varies
	HLS 301 –Principles of Healthy Living	3	PRO 370-Health and Drug Education for Teacher Candidates	1
	PSH 484-Adolescence Psychology	3	PSH 484-Adolescence Psychology	3
I			EDI 413 –Foundations of Special Education	3
	EDI 44X –Frameworks for Teaching	3	EDI 44X –Inclusive Teaching Middle Level Spring Only*	3
	EDI 431 Language Skills I	3	EDI 431 Language Skills I	3
	EDI 428 –Middle School	3		
II	EDI 430 –Education and Society	3	EDI 430 –Education and Society	3
	EDI 46X –Teaching Inclusively	3	EDI 46X –Teaching Inclusively (Fall Only)*	3
	EDI 432 –Language Skills II	3	EDI 432 –Language Skills II	3
III	EDI 409 –Secondary Students w/Special Needs	3	EDI 419 –Assessment in Special Education	3
			Methods in Special Education*	3
IV	EDI 475 Practicum	12	Practicum and Seminar	12
	EDI 478 –Creating Positive Learning Environments	3		
	Total Credits (Professional Preparation Courses)	42	Total Credits (Professional Preparation Courses)	40

*Field Placement Requirements

** May be taken in any phase once accepted into the program.

*A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:
How does the proposal reflect the campus mission focus?*

The revised program is focused towards providing qualified individuals with an undergraduate program pathway to adolescence plus students with disabilities teacher certification in New York State. Emphasis is placed on student learning and preparing teachers with the knowledge necessary to be successful educators of 5-12 students in New York schools. The revised program includes two new courses entitled “ Methods in Special Education” and “ Assessment in Special Education” . These courses explore issues of diversity across race, culture, language, gender, religion, disability, and

socioeconomic status, and addresses the philosophy of inclusion and collaboration for students, teachers, families, and communities.

What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

New York State is facing a shortage of childhood educators certified to teach students with disabilities in grades 5-12. In addition, School Districts desire educators with experience in assessment and who are sensitive to the needs of diverse learners. The revised program includes an assessment course (EDI 419).

How is program quality addressed in this proposal?

This revised programs will align to NCATE and Specialty Professional Association standards.

Description of the new courses.

See attached.

Staffing.

Sufficiency of existing staff.

Existing staff will be sufficient for the revised program.

Need for new staff.

No additional staff are necessary at this time.

Additional cost (SUNY).

There are no anticipated additional costs to support these program revisions.

Effective Date (SUNY).

New programs will begin effective fall 2007.

Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean EARLY in the process.

Letter of review/comment from the Graduate Dean-This is an undergraduate program.

Letter of review/comment from Dean of the School. Attached

Letter of review/comment from Department Chair. Attached

Resources, facilities, and non-teaching staff needed to implement the program .N/A

Statement of review and comment from Drake Library.

Statement of review and comment from Academic Computing Services.

Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probable/likely impact on departments.

N/A

SUNY College at Brockport
Department of Education and Human Development
PRO 370 -Health and Drug Education for Teacher Candidates

Instructor: _____ Email: _____
Office: _____ Phone: _____
Office Hours: _____

Catalog Description: Prepares childhood, adolescence, and physical education teacher candidates to increase their awareness of personal health, safety, nutrition, and factors that affect students' readiness to learn. Enhances skills in applying that understanding to create a learning environment free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students. Provides SAVE (Schools Against Violence Education Legislation Certification and Child Abuse Detection Training). 1 cr.

Objectives:

Upon completion of the course, students will be able to:

- (1) Become more aware of personal health issues that impact children's and adolescent's health
- (2) Have knowledge of healthy diets and basic nutrition principles.
- (3) Understand safety issue that affect P-12 students
- (4) Become more aware of the extent and risk of substance use and abuse
- (5) Have knowledge of the means to identify and report suspected child abuse/maltreatment
- (6) Be able to identify dangerous environments and help prevent child abduction

Rationale

Teacher candidates are required to have knowledge and awareness of basic health and safety issues that affect their students. They are also mandated to complete trainings related to prevention and reporting of child abuse and safe school environments.

Texts and Materials:

Insel, P. (2006). *Core Concepts of Health*. New York: McGraw-Hill.

Grading and Evaluation:

Exam I 40%
Exam II 40%
Wellness Assessment 20%

Attendance Policy:

TBA

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet

the needs of students with disabilities.

Drop/Withdrawal Policy: Drop deadline is September 26, 2007 at 5 PM. After this date, you can leave this course during the *withdrawal period* which runs from 9/27/07-11/03/07. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from November 4 through December 1 at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair.

NCATE Conceptual Framework:

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

"Teacher Candidate coursework in Education courses must be made available for NCATE program reviewers.

Student documents (i.e. students in the PK-12 schools), with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Teacher Candidates should make copies of their work so they will have a record of their learning.

Cell Phone and Electronic Devices Policy: Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Course Outline

Week	Topic
1	Introduction Overall view of health
2	Personal Safety School, bicycle, and other safety issues
3	Basic Nutritional Principles Healthy Eating Exam I
4	Tobacco and Drug Use and Abuse Prevention Alcohol
5.	Child Abuse Detection Training*
6	SAVE training*
7	Healthy Communities Exam II

*Students must be present for the entire training in order to receive credit.

Reading

Materials will be available on ANGEL

SUNY College at Brockport
Department of Education and Human Development
EDI 413/513 – Introduction to Special Education

Dr. Moira Fallon
Office Phone: 2205
Office Address: 270 FOB

Fall, 2007
Email: mfallon@brockport.edu
Office Hours: TBA

Course Catalog Description: Introduces teacher candidates to the characteristics of students with exceptionalities according to state and national standards and laws. Identification of students with diverse needs is an integral part of this course. Issues of diversity will be explored across race, culture, language, gender, religion, disability, and socioeconomic status. An introduction will be required into issues of family/professional partnerships, learner-centered constructivism, collaboration and consultation skills, and community building. This course addresses the philosophy of inclusion and collaboration for all students, effective teacher performance, and special education law for educators.

Rationale The rationale for this course is to examine the principles and practices of inclusive education in the context of raising the standards of achievement for all students. The legal and ethical mandate to include all students requires educators to be knowledgeable about inclusive education and competent in collaboration skills. Building meaningful and lasting professional and family partnerships is at the heart of the inclusion and collaboration process. School organizational structure, procedures, interagency collaboration, and professional practice within the requirements of federal and state laws will be examined and discussed. Family characteristics will be related to the meaningful inclusion of family members in the team process. Team interactions, models, and skills are explored in light of team dynamics and the tasks required of team members in the intervention process.

Objectives

- A. Issues in the definition and identification of individuals with diverse learning needs, including those from culturally, economically, and linguistically diverse backgrounds.
- B. Describe the characteristics of children with disabilities and their families.
- C. Discuss the models and continuum of placements for serving students with disabilities and their families.
- D. Understand the issues, assurances, and due process rights related to assessment, eligibility, and placements within a continuum of educational settings.
- E. Demonstrate skills needed to cooperatively plan an individualized Education Program (IEP) and implement interventions in the inclusive environment with professionals in related disciplines and with families of varying cultural, economic, and ethnic backgrounds.
- F. Demonstrate skills to work in a positive manner during team interactions, conflict resolution, consensus, and interpersonal relationships.
- G. Identify the rights, responsibilities, organizational structures, and procedures according to federal, state, and regional laws and requirements.
- H. Identify and practice team models and structures of family systems upon growth and development of children.
- I. To describe the roles and responsibilities that each team member, including families, brings to the inclusive education of the student with disabilities.

NCATE Conceptual Framework:

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit.

First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

Texts and Materials:

Smith, D., (2004). Introduction to special education: Teaching in an age of opportunity.
Allen & Bacon: Boston, MA

Grading and Evaluation:

EDI 413:

Family systems theory paper	25%
Midterm Exam	25%
Final Exam	25%
Case Study	25%

EDI 513:

Family systems theory paper	20%
Midterm Exam	20%
Final Exam	20%
Case Study	20%
Research Paper	20%

Attendance Policy:

TBD

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Language

We respectfully request that all members of this course adhere to the usage of "People First Language" as mandated by Individuals with Disabilities Education Act '97. Treatment of persons with disabilities requires awareness of the person first, rather than the disability. Therefore, the language referring to "A student with disabilities" is necessary and desirable, rather than "A disabled student."

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course

instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Add/Drop/Withdrawal Policy: Add period is 1/23-30; late add is from 1/31-2/10. Unregistered students will not be permitted to remain in class. Drop deadline is February 20, 2006 at 5 PM. After this date, you can leave this course during the early *withdrawal period* which runs from 2/21-3/31. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from April 1-April 28 at 5 PM, students may withdraw for extraordinary, documented circumstances only by permission of the department chair, Dr. Daniel.

Cell Phone and Electronic Devices Policy

Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Class Schedule

<u>Week</u>	<u>Topics</u>	<u>Reading/Assignment</u>
1	Introduction History, Legislation	TBD
2	Person First Language Risks	
3	Emotional Behavioral Disorders ADHD	
4	Communication Disorders Mental Retardation	
5	Austism Ausbergers Syndrome	
6.	Visual Impairments Hearing Impairments	
7	Review Midterm Exam	
8	Traumatic Brain Injury Physical Impairments	
9	Other Health Impairments Gifted/Talented Learners	
10	Process of referral and assessment	
11	Continuum of services and special education laws	
12	Models of consultation and collaboration Working with family systems models and theory	

- 13 Resolving conflicts and communication among team members
Referrals
- 14 Review/Summary
Course Evaluation
- 15 Final Exam

Bibliography/ Current Resources

Peters, T. (1997). *Autism: from Theoretical Understanding to Educational Intervention*. San Diego: Singular Publishing Group.

Trevarthen, D., Aitken, K., Papoudi, D., & Robarts, J. (1998). *Children with Autism: Diagnosis and Interventions to Meet Their Needs* (2nd ed.). Philadelphia: Jessica Kingsley Publishers.

Easterbrooks, S. (1999). Improving Practices for Students with Hearing Impairments. *Exceptional Children*, 65, 537-554.

Plante, E., & Beeson, P.M. (1999). *Communication and Communication Disorders: A Clinical Introduction*. Boston: Allyn and Bacon.

Ruiz, N.T. (1995) The Social Construction of Ability and Disability: I. Profile Types of Latino Children Identified as language learning Disabled. *Journal of Learning Disabilities*, 28, 476-490.

Warren, S.F. (1999). The Transdisciplinary View of Communication. Personal Communication.

Thomson, G.O.B., Ward, K.M., & Wishart, J.G. (1995). The Transition to Adulthood for Children with Down's Syndrome. *Disability and Society*, 10, 325-339.

Babbitt, B.C., & Miller, S.P. (1996). Using Hypermedia to Improve the Mathematics Problem Solving Skills of Students with Learning Disabilities. *Journal of Learning Disabilities*, 29, 391-401.

Bryan, T. (1995). *Strategies for Improving Homework Completion and the Home-School Connection*. Paper Presented at the Council for the Learning Disability Conference, Chicago, October 1995.

Hamill, D.D. (1993). A Timely Definition of Learning Disabilities. Family and Community Health. 16(3), 1-8.

Kroth, R.L., & Edge, D. (1997). *Strategies for Communicating with Parents and Families of Exceptional Children* (3rd ed.). Denver, CO: Love.

Maurer, S. (1997). Struggling with the Definitional Issue: A State Level Perspective. *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 191-193.

O'Shea, D.J., O'Shea, L.J., & Hamitte, D.J. Expanding Roles for Teachers of Students with Learning Disabilities: Working with Family Members. *LD Forum*, 19, 28-30.

Reschly, D.J. (1997). Utility of Individual Ability Measures and Public Policy Choices for the 21st Century. *School Psychology Review*, 26, 234-241.

Simpson, R.L. (1996). *Working with Parents Families of Exceptional Children and Youth: Techniques for*

Successful Conferencing and Collaboration (3rd ed.) Austin, TX: Pro-Ed.

Smith, J.D. (1997). Mental Retardation as an Educational Construct: Time for a New Shared View? *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 167-173.

Thurlow, M.L., Ysseldyke, J.E., & Reid, C.L. (1997). High School Graduation Requirements for Students with Disabilities. *Journal of Learning Disabilities*, 30, 608-616.

U.S. Department of Education (1998). *Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Government Printing Office.

Vaughn, S., Elbaum, B.E., Schumm, J.S., & Hughes, M.R. (1998). Social outcomes for Students with and Without Learning Disabilities in Inclusive Classrooms. *Journal of Learning Disabilities*, 31, 428-436.

Weiss, K.E., & Dykes, M.K. (1995). Legal Issues in Special Education: Assistive Technology and Support Services. *Physical Disabilities and Education and Related Services* 11, 1, 29-36.

Classic Resources

Borda, M. (1989) *Esteem builders: K-8 self-esteem curriculum for improving student achievement, behavior and school climate*. Rolling Hills Estates, CA: Jalmar Press.

Hinde, T. (1991). *Lewis Carroll: Looking-glass Letters*. New York: Rizzoli.

Maddox, S. (Ed.). (1987) *Spinal Network: The Total Resource for the Wheelchair Community*. Boulder, CO: Author.

Martin, S.S., Brady, M.P., & Kotarba, J.A. (1992). Families with Chronically Ill Young Children: The Unsinkable Family. *Remedial and Special Education*, 13, 6-15.

Vail, P. (1989) *Smart kids with school problems: things to know and ways to help*. New York, NY: Plume/NAL Dutton.

Current Resources

Key Journals

American Annals of the Deaf

American Journal of Mental Deficiency

Annals of Dyslexia

Child Development

Exceptional Children

Exceptional Parent

Gifted Child Quarterly

Intervention in School and Clinic

Journal of American Association of Mental Retardation

Journal of Applied Behavioral Analysis

Journal of Early Intervention

Journal of Learning Disabilities

Journal of Special Education

Learning

Remedial and Special Education

Special Education Report

Teaching Exceptional Children

Key Websites

Learning Disabilities Association of America

<http://www.nyas.org>

The Big Pages of Special Education Links

<http://www.inclusiondaily.com>

National Information Center for Children and Youth with Disabilities

<http://www.nichcy.org>

National Center for Learning Disabilities

<http://www.ncl.org>

The American Speech-Language-Hearing Association

<http://www.asha.org>

The Association for Persons with Severe Handicaps

<http://www.tash.org>

The Companion Website

<http://www.prenhall.com/turnbull>

The Council for Exceptional Children

<http://www.cec.sped.org>

The National Organization of and for People with Mental Retardation and Related Developmental Disabilities

<http://www.theac.org>

Special Needs Link

<http://www.specialneeds.com>

The Iris Project at Vanderbilt University

<http://www.iris.peabody.edu>

SUNY College at Brockport
Department of Education and Human Development
EDI 414/514– Methods in Special Education

Instructor
Office Phone
Office Address

Fall, 2007
Email
Office Hours:

Course Catalog Description: Emphasizes serving teacher candidates with a variety of needs in the inclusive classroom setting. Teacher candidates will learn to develop a positive and supportive learning environment for all students. Teacher candidates will also learn to select, modify, and evaluate inclusive curricular materials and instructional techniques for individuals and groups of learners with disabilities taking into account the learners' abilities, learning rates, and styles of learning. They will develop and apply instructional techniques for use in the inclusive classroom with individuals with disabilities, including the use of assistive technology services and devices.

Prerequisites: EDI 413/414

Rationale The course is designed to familiarize students with methods and materials used when teaching learners with disabilities in the inclusive classroom according to New York's learning standards using curriculum-based and performance-based methods of individual instruction as an alternative to other educational approaches.

Objectives The students will:

- A. Correlate major learning characteristics of children with disabilities with programming needs for growth and development.
- B. Knowledge of methods of appropriately collaborating with, scheduling, and supervising teacher aides, volunteers, and paraprofessionals.
- C. Knowledge of linked systems of intervention, including methods of monitoring student performance and reporting performance to teachers, parents, or students.
- D. The ability to select and use a variety of instructional materials, strategies and techniques appropriate for students with disabilities.
- E. Create developmentally appropriate learning environments, including the ability to schedule and group children for instruction using different criteria such as levels of development, learning needs, and interest.
- F. Knowledge of and compliance with federal and state regulations regarding development of IFSP/IEP's.
- G. Knowledge of organization and management of adaptive technology for effective use in the inclusive classroom and or lab situation.
- H. Demonstrates the ability to create positive, structured, and supported environments in which students with disabilities and their families are valued and in which independence and self determination is encouraged.

NCATE Conceptual Framework:

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

Texts and Materials: : Salend S. (2001). Creating Inclusive Classrooms(4th Ed.) Upper Saddle River, NJ: Merrill Co.

Grading and Evaluation:

Midterm Exam	25%
Final Exam	25%
Lesson Plan	25%
Technology Assignment	25%

Graduate Students:

Midterm Exam	20%
Final Exam	20%
Lesson Plan	20%
Technology Assignment	20%
Research Paper	20%

The lowest passing grade for graduate students is C.

Attendance Policy: TBD

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

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We respectfully request that all members of this course adhere to the usage of "People First Language" as mandated by Individuals with Disabilities Education Act '97. Treatment of persons with disabilities requires awareness of the person first, rather than the disability. Therefore, the language referring to "A student with disabilities" is necessary and desirable, rather than "A disabled student."

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Add/Drop/Withdrawal Policy: Add period is 1/23-30; late add is from 1/31-2/10. Unregistered students will not be permitted to remain in class. Drop deadline is February 20, 2006 at 5 PM. After this date, you can leave this course during the early *withdrawal period* which runs from 2/21-3/31. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from April 1-April 28 at 5 PM, students may withdraw for extraordinary, documented circumstances only by permission of the department chair, Dr. Daniel.

Cell Phone and Electronic Devices Policy

Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Assignments

Central questions to guide required assignments:

- J. Why should we use methods and materials for the inclusive classroom that are based on research and measured for effectiveness with learners who have disabilities?
- K. Why should we use methods and materials for the inclusive classroom that are based on research and measured for effectiveness with learners who have disabilities?
- L. What happened first: the learning problem or the behavioral problem and what role does self esteem and motivation play in that process?

Required assignments: The focus of this class is on the acquisition, integration and synthesis of methods and materials. Students will be required to develop and teach two units of instruction for implementation in the inclusive classroom. The class will utilize formats of book lectures, case studies, collaboration, and performance events such as tests, oral presentations, class activities, computer work, discussions and group demonstrations of effective, research-based methods and materials. Collaboration will include observation and application of skills will be required in outside experience as directed by the instructor.

Students will be required to maintain an electronic portfolio of above assignments as a demonstration of the student's progress. The portfolio contains assignments, including; inclusive lesson plans, design of learning environment, informal instructional assessment design to meet identified student's needs, resource manual of adaptations by disability categories, and other assignments directed by the instructor.

Class Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading/Assignment</u>
1	Introduction	TBD
2	Learning Characteristics/Children w/disabilities Programming Needs	
3	Collaboration	
4	Linked Systems of Intervention	

- 5 Monitoring and Reporting
- 6 Instructional Technology
- 7 Review
Midterm Exam
- 8 Creating Developmentally Appropriate Learning
Environments
- 9 Scheduling and Grouping
- 10 Levels of Development
- 11 Federal, State Regulations regarding IFSP/IEP's
- 12 Adapted Technology for Classroom Instruction
- 13 Adapted Technology in Inclusive Classrooms
- 14 Review/Summary
Evaluation
- 15 Final Exam

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Key Journals

American Annals of the Deaf
American Journal of Mental Deficiency
Annals of Dyslexia
Exceptional Children
Gifted Child Quarterly
Intervention in School and Clinic
Journal of American Association of Mental Retardation
Journal of Applied Behavioral Analysis
Journal of Learning Disabilities

Journal of Special Education

Remedial and Special Education
Teaching Exceptional Children

Key Websites

Learning Disabilities Association of America

<http://www.nyasp.org>

The Big Pages of Special Education Links

<http://www.inclusiondaily.com>

National Information Center for Children and Youth with Disabilities

<http://www.nichcy.org>

National Center for Learning Disabilities

<http://www.nclld.org>

The American Speech-Language-Hearing Association

<http://www.asha.org>

The Association for Persons with Severe Handicaps

<http://www.tash.org>

The Companion Website

<http://www.prenhall.com/turnbull>

The Council for Exceptional Children

<http://www.cec.sped.org>

The National Organization of and for People with Mental Retardation and Related Developmental Disabilities

<http://www.theac.org>

Special Needs Link

<http://www.specialneeds.com>

The Iris Project at Vanderbilt University

<http://www.iris.peabody.edu>

Department of Education and Human Development
EDI 419/519–Assessment for Special Education

Instructor
Office Hours:
Email:

Fall, 2007
Phone:

Course Description: Prepares teacher candidates with the skills, theory, practice, and knowledge needed to engage in quality assessment of special education students. Examines principles and criteria of evaluative and diagnostic techniques, norm referenced testing, criteria/referenced testing, and informal teacher-made tests. Explores the use and understanding of standardized tests and test scores in statewide assessments; necessary skills in the practical application of classroom assessment for special education students.

Objectives:

Upon completion of the courses students will be able to:

- Understand the history, legal, political, and ethical issues of student assessment
- Be familiar with basic statistical and measurement procedures to help understand and interpret testing and test scores
- Understand and implement various formal and informal assessment techniques for individuals with exceptional needs in diverse educational settings
- Be familiar and utilize alternative forms of assessment
- Understand and be able to develop reliable and valid teacher-made assessments
- Understand and interpret standardized tests and scores
- Make data driven decision related to curriculum and pedagogy
- Develop a data collection and reporting system.
- Define and identify students' strengths and weakness and an appropriate ongoing assessment package from assessment results observing legal and ethical rules.
- Differentiate between forms of assessment to accurately measure/accommodate variety of differing students' needs. (specific disabilities, language/cultural, etc.).

Rationale:

Teacher candidates must understand the complementary nature of the relationship among ongoing assessment, data collection, and instructional planning. The experience of experience with a variety of instructional and assessment strategies, activities, materials and theory creates possibilities for teacher candidates to develop their own pedagogical style and enhance learning among their students. The experience establishes an essential foundation for the subsequent study and use of effective teaching methods and technologies. Students will develop teacher made assessments in performance assessment and will demonstrate proficiency in administration of standardized assessments.

Text:

Linn, R.L, & Gronlund, N.E. [8th ed.](2000). *Measurement and assessment in teaching*,
Upper Saddle River, NJ: Merrill-Prentice Hall.

Course Outline:

Week Topic
1 Introduction

Reading
TBD

- History of Assessment in Education
- 2 Assessment of Students
 - Assessing Instruction
- 3 Legal/Ethical/Social/Political/ Issues
- 4 Diagnostic evaluation
 - Test reporting
- 5 Quantitative Statistics
 - Measures of Central Tendency; Inferential Statistics
- 6 Qualitative Measurement
 - Norms
- 7 Review
 - Midterm Exam
- 8 Sampling
 - Reliability
 - Validity
- 9 Assessment and the IEP
 - Diagnostic Testing/Assessment
 - Assessment for referral, instruction and progress monitoring of students with disabilities and those at risk for problems
- 10 Assessment for placement
 - Assessment for educational planning
- 11 Statewide assessment practices
 - Observational assessment
 - Portfolio/Work Samples
- 12 Alternative assessments for students with moderate to severe impacts
 - Test Construction
- 13 Subject Specific (4th grade math, Regents exams, etc.); IQ; Academic Achievement (e.g. Iowa Test of Basic Skills); Developmental Appraisals; Behaviors; Perceptual-Motor Skills, etc.
 - Test score interpretation: t score, z score, stanines, percentiles, etc.
- 14 Data-driven decisions
 - Review
- 15 Final Exam

Evaluation:

EDI 419:

- Midterm and Final Exam 40%
- Complete a review of assigned tests, using professional reflection, publisher's information, and a manual of test review. 20%
- Design and complete an informal assessment measure. 20%
- Design and complete a performance based assessment, including the rubric. 20%

EDI 519:

- Midterm and Final Exam 30%
- Complete a review of assigned tests, using professional reflection, publisher's information, and a manual of test review. 15%

Design and complete an informal assessment measure.	15%
Design and complete a performance based assessment, including the rubric.	15%
Research Paper	25%

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Thurlow, M.L., Ysseldyke, J.E., & Reid, C.L. (1997). High School Graduation Requirements for Students with Disabilities. *Journal of Learning Disabilities*, 30, 608-616.

U.S. Department of Education (1998). *Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Government Printing Office.

Key Journals

Educational Evaluation and Policy Analysis

Educational Leadership

Educational Researcher

Educational Measurement: Issues and Practices

Journals of Special Education

British Journal of Special Education

Special Education Law Monthly

Special Education Report

Special Educator

Standards for Educational and Psychological Testing

Exceptional Children

Intervention in School and Clinic

Journal of American Association of Mental Retardation

Journal of Applied Behavioral Analysis

Journal of Learning Disabilities

Remedial and Special Education

Teaching Exceptional Children

Key Websites

Learning Disabilities Association of America

<http://www.nyas.org>

The Big Pages of Special Education Links

<http://www.inclusiondaily.com>

National Information Center for Children and Youth with Disabilities

<http://www.nichcy.org>

National Center for Learning Disabilities

<http://www.nclld.org>

The American Speech-Language-Hearing Association

<http://www.asha.org>

The Association for Persons with Severe Handicaps
<http://www.tash.org>

The Companion Website
<http://www.prenhall.com/turnbull>

The Council for Exceptional Children
<http://www.cec.sped.org>

The National Organization of and for People with Mental Retardation and Related Developmental Disabilities
<http://www.theac.org>

Special Needs Link
<http://www.specialneeds.com>

The Iris Project at Vanderbilt University
<http://www.iris.peabody.edu>

TO: Faculty Senate
FROM: Dean Christine Murray
RE: Adolescence and 7-12 Special Education Dual Certification Programs
DATE: November 13, 2006

I am in full support of the proposed program revisions for the adolescence education programs to offer dual certification in special education 7-12. There is an acute need for special educators at the secondary level that these program revisions address. Dual certification will better prepare our teacher candidates for the complex student issues they will face as teachers.

November 14, 2006

To: College Senate
From: Eileen Daniel,
Interim Chair,
Education and Human Development

RE: Adolescence Program Revision

I completely support the proposed revisions to the adolescence program. The revised program will offer students dual certification with Special Education with no increase in total credit hours.

The key changes include the following and are displayed in the side by side chart on pg. 2 of the proposal.

- Substitution of EDI 419 for 409
- Addition of EDI 414 –Methods in Special Education
- Addition of EDI 413 –Introduction to Special Education
- Elimination of EDI 428. The content will be infused into EDI 445-449.
- Merging the practicum and seminar into one course. Elimination of EDI 478 previously approved by Senate in 2005.
- Substitution of PRO 370 –Health and Drug Education for Teachers (1 cr.) for HLS 301 (3 cr.)
- Addition of 50 hours of field experience
- Offering methods courses once per year instead of twice.