

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

1. COURSE IDENTIFICATION:

Dept	EDSE	Course #	625	No. of Credits	3
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COURSE TITLE	Teaching Mathematics to Special Learners
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2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	
PREQUISITES				FREQUENCY OF OFFERING	
CREDITS (including credit distribution)	3+0 +1			COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
OTHER (please specify)					

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐

NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted ☐

W = Writing Intensive, Format 7 submitted ☐

Natural Science, Format 8 submitted ☐

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES ☐

NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

EDSE F625 Teaching Mathematics to Special Learners

3 Credits

Offered Summer; As Demand Warrants

Provides assessment and instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessments and preparation of students for high stakes testing. Field experience required. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

EDSE F625 Teaching Mathematics to Special Learners

3 Credits

Offered Summer; As Demand Warrants

Provides assessment and instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessments, and preparation of students for high stakes testing. Field experience required. (3+0+1)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☐ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER: ☒ X

PASS/FAIL: ☐

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☐ Yes ☒ X

10/10/08. Library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

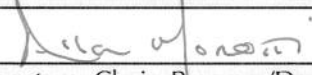
JUSTIFICATION FOR ACTION REQUESTED

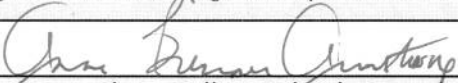
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

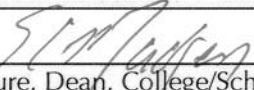
Catalog needs to reflect the amount of fieldwork required for the course.

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APPROVALS:

	Date	8-24-10
Signature, Chair, Program/Department of:		

	Date	9.07.2010
Signature, Chair, College/School Curriculum Council for:		

	Date	9/8/10
Signature, Dean, College/School of:		

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

- ☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

- ☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

- ☐ Course textbook title, ☐ author, ☐ edition/publisher.
- ☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
- ☐ any supplies required.

4. Course description:

- ☐ Content of the course and how it fits into the broader curriculum;
- ☐ Expected proficiencies required to undertake the course, if applicable.
- ☐ Inclusion of catalog description is *strongly* recommended, and
- ☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

- ☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

- ☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

- ☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

- ☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and
- ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

- ☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

- ☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”

EDSE 625: Teaching Mathematics to Special Learners

Fall 2009

Credits: 3.0

Day & Time: Tuesday 5:20-8:20

Location: Room 150 Old UPark and/or Audio Conferences, Blackboard

E-mail: jhealy7@alaska.edu

Prerequisites: none

Instructor: Joanne Healy, M.S.

Office: Gruening Building 714A

Phone: (907) 474-1557

Office Hours: Mondays 2:30-4:30 & by appointment

Required Readings

Texts:

Hudson, P. P., & Miller, S. P. (2006). Designing and implementing Mathematics Instruction for Students with Diverse learning Needs. Needham Heights, JN: Allyn & Bacon.

Bender, W. N. (2005) Differentiating math instruction: Strategies that work for K-8 Classrooms! Thousand Oaks, CA: Corwin Press.

Silva, J. A. (2003). Teaching inclusive mathematics to special learner, K-6. Thousand Oaks, CA: Corwin Press.

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
- [Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [Alaska Federation of Natives](#)
- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)
- [Justice Center Website](#)

List of Professional Organizations

- [Council for Exceptional Children \(CEC\)](#)
- [American Psychological Association \(APA\)](#)
- [Learning Disabilities Association of America \(LDAA\)](#)
- [American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
- [The Association for the Severely Handicapped \(TASH\)](#)
- [International Reading Association \(IRA\)](#)
- [Disability Law Center - Alaska](#)
- [Special Education Service Agency \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

Students must be proficient in math calculations and reasoning. Provides assessment and instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessments, and preparation of students for high-stakes testing. A 15-hour field experience is required.

Alignment With School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

1. Standards

Goal: Present strategies for designing a mathematics program based on professional standards.

Outcomes:

- 1.1 Create rationale for mathematics instruction based on National Council of Teachers of Mathematics (NCTM) standards.
- 1.2 Develop a plan to implement standards-based instruction using state and national standards.

2. Assessment and Planning

Goal: Present information on the application of assessment information in the process of developing Individualized Educational Programs (IEP) and lesson plans.

Outcomes:

- 2.1 Evaluate formal and informal assessment procedures and tools used to determine eligibility for services and for the development of instructional programs.
- 2.2 Propose Curriculum-based Assessment (CBA) methods to assess current level of performance.

2.3 Demonstrate effective use of CBA methods to plan instructions.

2.4 Prepare appropriate IEP goals and objectives.

2.5 Prepare assessment-based lesson plans.

3. Curriculum and Instructions

Goal: Discuss curricular and instructional strategies for teaching math to student with disabilities

Outcomes:

3.1 Select appropriate research-based instructional strategies.

3.2 Prescribe explicit teaching strategies in instructional lesson plans.

3.3 Organize a math program around a professionally recognized hierarchy of skills.

3.4 Demonstrate effective use of multiple approaches to introduce topics and solve problems.

3.5 Integrate life skills and other content areas (literature, science, social studies) with mathematics instruction.

3.6 Adapt and modify curriculum, materials, and strategies for use with students with disabilities.

4. High-stakes Testing

Goal: Present strategies to prepare students with disabilities to succeed on high stakes assessments in mathematics.

Outcomes:

4.1 Develop methods to teach pre-algebra, algebra, and geometry to students with disabilities.

4.2 Demonstrate effective use of tactile and visual strategies such as algebra tiles and visual learning software.

4.3 Create methods to foster positive attitude toward mathematics in students with disabilities.

Technology Focus

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

III. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

IV. COURSE POLICIES

Attendance and Class Participation

Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted with Prior Written Notice for a legitimate and excused absence and will not receive full credit. Respond to the faculty expectations message in Blackboard is mandatory,

Readings

Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to the start of class.

Assignments Due the day indicated on the syllabus.

Field Experience

At least 15 hours of fieldwork (NO exceptions) are to be completed in a special education setting during the semester. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required.

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and

submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

V. ASSIGNMENTS

1. Respond to Faculty Expectation on Discussion Board on Blackboard (15 points)

2. Field Experience Log/Journal (75 Points)

All students are required to complete 15 hours of fieldwork. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required. Students will reflect on the teaching style and effective teaching math strategies used by their supervising teacher. Each student will be asked to complete a differentiated instruction short unit/lesson that they will teach at their fieldwork site. (Log/journal).

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

Criteria	Yes (1 Pt) No (0 Pt)
Entry dated	
Summary of day's observations, activities and professionals with whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

Name: _____

School: _____

Time Sheet / Log for Field Experience

[illegible]

3. Reflective Paper (50 Points)

As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make special education your future career. It will be double spaced with size 12-point font. It will have a cover page and be a final paper with no “redo” accepted.

Course Rubric

Papers

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 5 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

- 4. Administer Key Math test to student and hand score protocol. (100 Points)**
- 5. Teach a math unit during field experience, which includes 5 lessons, and a pre and post teacher made assessment. (150 points)**
- 6. Design a curriculum based assessment. (50 Points)**
- 7. Write math 4 goals with 2 objectives for each goal for a student with a math calculation and math reasoning disability. (100 points)**

Evaluation is based on a percentage of the total class points listed using the following grading system.

Assignments:

Faculty Expectations (15 Points)

Field Experience Journal (75 Points)

Reflective Paper (50 Points)

Administer Key Math test (100 Points)

Math Unit (150 Points)

Curriculum Based Assessment (50 Points)

Math Goals and Objectives (100 Points)

Total Points	540 Points
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GRADING SYSTEM: The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 – 69%

F 59%

VI. COURSE CALENDAR

Class	Topic	Assignment	What's Due Activity
1	Course overview, syllabus, introductions, Q&A	Hudson & Miller Chap. 1 Sliva Chap. 1 Bender Chap. 1	
2	Key Math	Hudson & Miller Chap. 2 Sliva Chap. 2 Bender Chap. 2	
3	Goals for math calculation	Hudson & Miller Chap. 3 Sliva Chap. 3 Bender Chap. 3	
4	Manipulatives for math reasoning	Hudson & Miller Chap. 4 Sliva Chap. 4 Bender Chap. 4	
5	Clear math goals and objectives	Hudson & Miller Chap. 5 Sliva Chap. 5 Bender Chap. 5	Scored Key Math Test
6	Intervention strategies	Hudson & Miller Chap. 6 Bender Chap. 6	
7	Other math challenges	Hudson & Miller Chap. 7	Math goals and objectives
8	Intervention strategies	Hudson & Miller Chap. 8	
9	Intervention strategies	Hudson & Miller Chap. 9	
10	Curriculum based Assessments	Hudson & Miller Chap. 10	
11	Curriculum based Assessments		Curriculum based test
12	High Stakes Testing		
13	TBA Guest speaker		
14	Unit Presentations		Math Unit due
15	Unit presentations		Field work journals and Reflective paper due