To: UAAC

From: Mary Churchill, Educator Preparation Program Coordinator

Re: Education-Related Catalog Copy Changes for WLLC

Date: October 14, 2015

The Educator Preparation Program met on October 12, 2015, and the Educational Leadership Department met on October 14, 2015, both passing the following motion:

- Motion to approve SPED 488 as new course beginning Fall 2016 (Kropid/Griffith)(Churchill/Flaig). Approved.
Department of Educational Leadership  
Department Meeting Minutes  
October 14, 2015


Excused:

Chair Griffith called the meeting to order at 12:02pm.

1. Approval of the Minutes September 9, 2015: Motion by M. Burdge and seconded by M. Lee-Nichols to approve September 9, 2015 minutes. Unanimously approved.

2. Chair Updates and Announcements:
   a. Updates on Reports-
      i. From Tammy Huth – Still no report. We discussed with T. Huth our plans on how to proceed.
      ii. Sent to Dean (Annual, Streamlining) – No report from Dean on annual or streamlining reports. Budget get a 2 week reprieve.
   c. Leave Reports and Other Forms – First month of the electronic leave reports. Remember to do away from assigned duties forms so we are covered.
   d. Personnel Update: Personnel committee meets tomorrow. They have our requests. B. Mainali has been set for Oct 26 from 10am-11am.

3. Old Business:
   a. Professional Goals for 2015-16 – each member will share her/his goals – Discussion held.

4. New Business:
   a. Approval of Motions from EPP
      i. Materials from WLLC
      ii. SPED Course – Motion by M. Churchill seconded by A. Flaig to approve SPED 488 as a new course beginning Fall 2016. Unanimously approved.
c. Materials from Assessment Coordinator – Moved to next meeting.
d. Academic Partnerships – Kronzer and Burdge – Discussion held on meetings.

5. Committee Reports and Committee assignments for Campus:
   a. UAAC – Mary Churchill – Sent electronically.
   b. Assessment Committee – Maryjane Burdge- Sent electronically.
   d. Faculty Senate – Terri Kronzer – Sent electronically.
   e. TEAC – Mary Churchill – Sent electronically.
   f. Library - Mary Lee-Nichols – No report.
   g. Sunshine – Amy Flaig - No report.
   i. Searches: SSED, SPED, TRRI – No report.

6. For the Good of the Order:

Adjourned at 12:58pm.
Respectfully submitted by T. Rady
NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Council
Educational Leadership

1. Term this course begins (effective date): Fall 2016
2. Abbreviated Title of Course (field of 30 spaces): Methods in SPED
3. Long Course Title (field of 50 spaces): Methods in Special Education
4. Full Title of course: Methods in Special Education
5. Course Description:
   Special Education requires specific methods and protocols in order to meet federal and state requirements. This
course assists students in learning the requirements and practicing the methods necessary for use in special
education environments and as part of the IEP process.

6. Variable Credit? Yes ☑ No
7. Number (or range) of Credits: 3
8. Grading Basis: ☑ Letter Graded ☐ Pass/Fail
9. Repeat for Credit? Yes ☑ No
10. Number of times can repeat course for credit: 0
11. Total credits that can be earned for this course
12. Course requires instructor Consent? Yes ☑ No
13. Course requires department consent? Yes ☑ No
14. Course Attributes (Indicate Course Attribute Code and Course Attribute Value as indicated on Page 2) Ex: CDRL 2, LEVEL E CDRL 3
15. Course Topic (if appl.):
16. Proposed for General Education? Yes ☑ No
17. Subject Area: SPED Catalog No. 488
   Must be approved by Registrar's Office prior to submitting this form.
18. Typically Offered (choose one):
   ☑ Fall Term Only
   ☐ Fall and Spring Term
   ☐ Fall, J-Term, and Spring Terms
   ☐ Fall, Spring, and Summer Terms
   ☐ Occasional by Demand
   ☐ Other, Refer to Catalog
   ☐ Spring Term Every Other Year
   ☐ Spring Term Odd Years Only
   ☐ Spring Term Even Years Only
   ☐ Spring Term Only
   ☐ Summer Only
20. Prerequisite/Corequisite:
21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminar, supervision, thesis research. Lecture
22. Objective of Course:
   To complete the content guidelines of the Department of Public Instruction in the preparation of teachers aspiring to be
   serving special education populations - the content areas include: transition components at all levels; assistive
technology evaluations and implementation; and methods of collaboration and consultation with families, agencies, and
   colleagues.
23. Evaluation procedures and techniques:
   Completion of a transition plan for a student with a disability that is compliant - compliancy measure from WI
   Assessment and implementation of effective assistive technologies - either simulation or actual student - rubric scored
   Presentation of a collaborative consultative model - rubric scored
24. Special projects, term papers, class reports, etc:
   See above
25. Courses to be dropped as result of this new course? SPED 495 - Methods of Adaptive Instruction (covered in TED 494)
26. Attach appropriate Department minutes showing approval of this course.

02/20/2013
SPED 488: Methods in Special Education

Fall 2016 Syllabus

3 Credits

Logistical Info

Instructor Maryjane Burdge  
Office Swenson 2064  
Office Hours  
Phone 715-394-8048  
Email mburdge@uwsuper.edu  
Credits 3

When requesting information or asking questions, please correspond via our official UW-Superior email system. This will ensure I receive and reply to your message in a timely manner and that we are both able to maintain a tangible record of contacts. I will respond to your emails within 24 hours Monday-Friday.

Course Description

Special Education requires specific methods and protocols in order to meet federal and state requirements. This course assists students in learning the requirements and practicing the methods necessary for use in special education environments and as part of the IEP process.

Reading Material

Required Text:
TBD

Note: Other readings are available in the DESIRE2LEARN course room.
### Teacher Candidate Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives Aligned with UW-Superior Teacher Education Standards and Interstate Teacher Assessment and Support Consortium (InTASC) Standards</th>
<th>InTASC Standard Met</th>
<th>Assessment(s) Assuring That the Objective Has Been Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher candidates will be able to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate the ability to complete a compliant Transition Plan for a student aged 14 or older.</td>
<td>1,2,3</td>
<td>Transition Plan</td>
</tr>
<tr>
<td>• Identify components of an appropriate Assistive Technology evaluation and create and follow through on implementing the use of Assistive Technology – either with a student or a simulation.</td>
<td>2,6</td>
<td>Documentation of the selection and use of Assistive Technology.</td>
</tr>
<tr>
<td>• Evaluate the effectiveness of the Assistive Technology in use by a student with a disability.</td>
<td>2</td>
<td>Report of effectiveness – change in achievement is documented and shared with IEP team.</td>
</tr>
<tr>
<td>• Demonstrate understanding the nature and dimensions of special education in 21st century schools.</td>
<td>1, 2, 3, 6</td>
<td>Class activities and discussions</td>
</tr>
<tr>
<td>• Analyze various methods of collaboration with colleagues, parents, and agencies. From this create a Collaborative Consultation Model to be shared with others.</td>
<td>1, 2, 3</td>
<td>Analysis and presentation of a model to peers.</td>
</tr>
<tr>
<td>• Collaborate with classmates to create a presentation about working with students with exceptionalities in an assigned topic area.</td>
<td>1, 2, 3, 10</td>
<td>Group project</td>
</tr>
<tr>
<td>• Write effectively and efficiently for a variety of audiences about course topics and educational issues</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>


**Please note that the Wisconsin Teacher Standards were developed from the InTASC standards.**
### Expectations of You and Me

- I will provide you with timely feedback on all assignments.
- You will always have access to your class grade.
- You can expect to spend nine hours each week (on average) on activities such as reading, writing, participating in class, and researching.
- I expect that you treat yourself and others in this class with respect. You should expect that from me as well. While this is important in any class, it is especially important in an online class when we cannot read each other’s non-verbal actions or hear the tone of our voices.
- Just as you would expect as a teacher, I expect that you will log into the course several times a week, check your UWS email each weekday, and make the most of each in class activity.
- Please submit all assignments by their due dates and that if extraordinary circumstances happen please let me know in advance and have an alternative deadline proposal to present, understanding that not all extensions will be granted.
- Deposit work to the Drop Box under your name, which is your original work unless otherwise cited.
- If you have any difficulties with the course (technology, materials, content, due dates, me, etc.) you will contact the appropriate resource immediately. Keep an open line of communication so stress and misunderstandings can be minimized and learning can be maximized.

### Academic Language

Academic Language is the language used across academic disciplines to teach about the content of the discipline. As teacher candidates, you are responsible for using both pedagogical academic language and your content or discipline’s academic language.

- Students in this class will continue their development of academic language.
- For all class discussions and assignments, students will focus on their use of academic language.
- Be sure to ask for clarification to specific special education terms so that you are prepared to have a professional conversation about students with disabilities when you are serving in schools.
- Be sure to use **Person First Language** when referring to individuals with disabilities so that you are correct in your discussion postings and papers. (Student with a Learning Disability is correct; LD student is incorrect.)

### Class Participation

Class participation is important!

- It is essential to attend class regularly to be able to learn and help others learn from your experiences. Each absence must be communicated as much in advance as possible so that you may keep up to date with class topics.
- Absences may result in loss of participation points.
- There will be online discussions required as part of this class and the timelines must be honored in order to have full participation points. The discussions help inform what I will be planning for our class time together.
Class discussions play an integral role in our DESIRE2LEARN course room, and students earn points for their participation each week either in class or online.

- For each discussion prompt, students are to prepare a written initial post that clearly illustrates understanding and application of the issues presented. A strong initial post will incorporate, at a minimum, the weekly assigned readings/viewings.
- Each student will then thoughtfully reply to at least two of their classmates’ initial posts. Strong replies will focus on critiquing (not criticizing) the posts by utilizing previous as well as newly assigned readings/viewings and asking questions and phrasing comments to keep the discussion moving forward. Finally, students will return to their original posts and respond to all replies provided by their classmates.
- Participation points are awarded for class discussions and other activities. Extensions are not available for these activities and points will not be awarded for late contributions.
- It is not necessary or relevant to respond to posts with “Great Post” or similar accolades. You may agree or disagree and state that in your response but work towards deeper feedback and questions.

### Assignments/Assessments and Grading Policy

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Plane</td>
<td>100</td>
</tr>
<tr>
<td>Assistive Technology – selection and implementation</td>
<td>100</td>
</tr>
<tr>
<td>Assistive Technology – Measure of Effectiveness</td>
<td>50</td>
</tr>
<tr>
<td>Collaborative Consultation Model Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Participation – online and in class</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

- All assignments will be worth points. This semester, the total points possible will be 500. The grading scale:

| Grade | Minimum Percentage | Minimum Points | | Minimum Percentage | Minimum Points |
|-------|--------------------|----------------||--------------------|----------------|
| A     | 93-100%            | 465+           | C+     | 77-79%             | 385-399        |
| A-    | 90-92%             | 450-464        | C      | 73-76%             | 365-384        |
| B+    | 87-89%             | 435-449        | C-     | 70-72%             | 350-364        |
| B     | 83-86%             | 415-434        | D      | 60-69%             | 300-349        |
| B-    | 80-82%             | 400-414        | F      | %< 60%             | <300           |

- Evaluation for this course will be based on the quality of thought evidenced in your participation and written assignments. There is a body of knowledge that you will be expected to gain; this will be evidenced in the exam. However, evidence of substantial thought directed toward the resolution of concepts from readings with practical experience will be rated most highly. You each have different life experiences and perspectives on education, so a range of perspectives is expected. The manner by which you express yourself and support your assertions will be evaluated, rather than how well you match some specific “right answer”. The rubrics for written and oral work explain how your work will be...
evaluated. Your final grade will be calculated based on the total number of points accumulated throughout the semester.

- You will receive a descriptive handout for each assignment outlining its requirements and providing you with grading criteria. All assignments (unless otherwise noted—ex. Presentations) are to be submitted electronically to the DESIRE2LEARN course room by 11:59 p.m. (UWS time) on or before the date due. Please plan ahead for this requirement. If you will not have Internet access at the time an assignment is due, plan to submit it earlier. If you have difficulties with DESIRE2LEARN immediately prior to the submission deadline, send the assignment to me as an email attachment (mburdge@uwsuper.edu) to show it has been completed on time. You should then submit it to the DESIRE2LEARN drop box as soon as the difficulty is resolved. No feedback or grading will be provided until the assignment has been placed in the appropriate drop box.
- Any changes to the course calendar will be announced/discussed in class prior to any affected due dates. In most cases, changes provide students with more time for assignments, not less.
- Typically 10% of points possible for an assignment may be deducted per day for late work. Exams, presentations, and any work that others in the class will rely upon are not covered by this policy. These are due on time – no exceptions - and makeup opportunities will be limited, if available at all. If you have extenuating circumstances preventing your work from being submitted on time, you must contact me PRIOR to the due date and propose an alternate plan.
- All assignments requiring references must be submitted based upon the APA style guide. These requirements will be noted on the assignment handout.
- Incompletes will not be given unless extenuating circumstances (e.g., incapacitating medical issue, bereavement) deem it appropriate and at least 60% (as per UWS policy) of assignments have been attempted.
- Participation activities (in addition to reading/activities provided below) are required each week and are outlined in the DESIRE2LEARN course room.
- All assignments (with exception of some participation activities) are due by Mondays at 11:59 p.m.

### University Info

**University Policies:** The University of Wisconsin-Superior is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special accommodations, academic misconduct, religious beliefs accommodation, discrimination and absence for University- sponsored events. For details of the Student Disciplinary Procedures:

- Student Nonacademic Disciplinary Procedures (UWS Chapter 17) can be found at [http://docs.legis.wisconsin.gov/code/admin_code/uws/17.pdf](http://docs.legis.wisconsin.gov/code/admin_code/uws/17.pdf)

The UW-Superior Student Information Sheet and Syllabus Attachment for 2014-15 is available at [https://www.uwsuper.edu/deanfaculties/forms/upload/Revised-12-18-13-Syllabus-Attachment-for-2014-2015.pdf](https://www.uwsuper.edu/deanfaculties/forms/upload/Revised-12-18-13-Syllabus-Attachment-for-2014-2015.pdf) This document covers topics including, but not limited to, academic integrity, academic misconduct, E-Hive, disability support services, accommodations, incomplete grades, withdrawing from class, weather, class attendance, expectations of course work, class evaluations, and student data privacy.
Writing Center: The University of Wisconsin-Superior Writing Center, located in Swenson 1030, offers support to student writers in one-on-one sessions with peer consultants. The Center’s philosophy is that all writers can benefit from receiving feedback on their work and from revising their work. With this in mind, consultations are available free of charge to any UW-Superior student at any skill level from any class in any discipline. Writing Center consultants help writers brainstorm, find topics, incorporate and document sources, organize drafts, develop revision strategies, and more. Both in-person and online consultations are available. When you visit the Center, take a copy of your assignment, any drafting or notes you may have, as well as any sources you’re working with. Have these items on hand for online consultations, too. To make appointments and learn more about the Center's hours and services, visit the Writing Center webpage:
http://www.uwsuper.edu/writingcenter
## Class Calendar

This document is tentative and may be changed as needed to facilitate instruction and learning. All changes will be discussed in advance in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>General Topics</th>
<th>Specific Topic(s)</th>
<th>Additional Reading/Viewing Provided in DESIRE2LEARN</th>
<th>Assignment Due</th>
<th>Participation Required that is graded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Intro</td>
<td>Syllabus, due dates</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Transition</td>
<td><em>Critical Junctures in life Family Involvement</em></td>
<td></td>
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</tr>
</tbody>
</table>
| 3    | Career Assessment and Planning Services for Individuals with Disabilities | *Assessments for individuals with disabilities*  
*Family indications*  
*Community Agencies*  
*Life Span Planning*  |                                                      |                |                                       |
<p>| 4    | Collaboration and Consultation in schools           | <em>Working with regular educators and parents on behalf of the student</em>            |                                                      |                |                                       |
| 5    | Collaborative Activities for Families, Agencies, and Schools | <em>Person Centered Planning Processes</em>                                                |                                                      |                |                                       |
| 6    | Self-Advocacy for students                         | <em>Self-Advocacy Research; methods; practices; curriculum</em>                          |                                                      |                |                                       |
| 7    | Community Agencies – who and what?                 | <em>Group Presentations – form groups, plan presentations, due dates.</em>              |                                                      |                |                                       |</p>
<table>
<thead>
<tr>
<th></th>
<th>Age appropriate transition assessments – how to administer, score, and report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presentation on the various Agencies available to families in the Northland</td>
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<tr>
<td></td>
<td>Managing multiple collaborations at once</td>
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<td></td>
<td>High Tech/Low Tech Supporting technology in schools and at home</td>
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<tr>
<td></td>
<td>AT/BYOD/and other issues Effectiveness Project of AT</td>
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<td></td>
<td>Handing conflicts in collaborative models teachers, paras, parents</td>
</tr>
<tr>
<td></td>
<td>Student presentations of models of collaboration</td>
</tr>
<tr>
<td></td>
<td>Assistive Technology Fair – using items in your classroom</td>
</tr>
<tr>
<td></td>
<td>Presentation of Effectiveness Projects</td>
</tr>
</tbody>
</table>