

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School School of Education Date 8-6-2021

Course No. or Level EDUC 702 Title Emotional and Behavioral Disorders: Foundations, Characteristics, and Effective Strategies

Semester hours 3 Clock hours: Lecture 3 Laboratory

Prerequisites None

Enrollment expectation 25


Indicate any course for which this course is a (an)

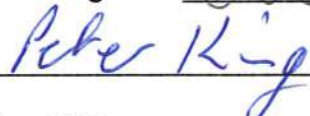
modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Michelle R. Murphy

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation: Spring 2023

Date of School/Department approval: August 19, 2021

Catalog description:

This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the area of emotional and behavioral disorders. Participants will learn characteristics and the impact of varied social/emotional and learning needs, and examine effective strategies for addressing the varied academic and behavioral needs of students with emotional and behavioral disorders. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for instruction and intervention.

Purpose: 1. For Whom (generally?)

This course is designed for teacher candidates in the Multi-categorical Special Education Master's Program (M.A.T – Multi-categorical Special Education)

2. What should the course do for the student?

At the completion of this course, the learner will be able to:

- Demonstrate knowledge of the terminology, definitions and characteristics associated with emotional and behavior disorders, and the impact of co-existing conditions and exceptionalities.
- Demonstrate understanding of the impacts of emotional and behavior disorders on academic, social, and vocational performance across the life span.
- Demonstrate familiarity with the full range of placements for individuals with emotional and behavior disorders.
- Demonstrate an appreciation for cultural diversity and its effect on all aspects of teaching children and youth with emotional and behavior disorders.
- Understand the importance of/how to create safe, inclusive, culturally responsive learning environments to engage individuals with emotional and behavioral disorders in meaningful learning activities and social interactions.
- Understand the importance of using motivational and instructional interventions to teach individuals with emotional and behavioral disorders how to adapt behavior within and across different environments (classroom, school, community).
- Understand how to use evidence-based practices to intervene safely and appropriately with individuals with emotional and behavioral disorders in crisis.
- Demonstrate understanding of the general and specialized curricula, and modifications and accommodations to make them accessible to individuals with emotional and behavior disorders for individualized learning and positive support of appropriate social behavior.
- Demonstrate knowledge of terminology and procedures used in multiple methods of assessment, data sources for making educational decisions, and factors that impact identification of individuals with emotional and behavior disorders.
- Understand how to select, use, and develop technically sound formal and informal assessments that minimize bias (including behavioral observation and recording methods, Functional Behavior Assessments, etc.) to determine whether a behavior problem exists and identify target behavior(s) in need of modification.
- Understand how to use, in collaboration with colleagues, multiple types of assessment information in order to develop a behavior intervention plan to reduce inappropriate behavior(s) and teach appropriate replacement behavior(s).
- Demonstrate an understanding of the precursors of emotional and behavior disorders, and how to use evidence-based prevention/intervention techniques and methods.
- Demonstrate understanding of social and emotional problems of individuals with emotional and behavior disorders and strategies for meeting those needs in the learning environment.
- Understand how to teach cross-disciplinary and social/emotional knowledge and skills such as critical thinking and problem solving, through positive behavior interventions and supports, appropriate replacement behavior(s), and/or social skills as part of a comprehensive behavior management system.

- Demonstrate knowledge of philosophies, theories, models, state and federal legislation, and issues related to individuals with emotional and behavior disorders.
- Understand the importance of collaborating with parents, colleagues and community members to prevent problem behaviors or select interventions to reduce problem behaviors of students with emotional and behavioral disorders.

Teaching method planned:

This is an online Blackboard Learning System enhanced course and will consist of some of the following methods of presentation: lecture, podcasts/guest lecturers, class/group presentations, audio-visual aids/power points, group/class discussions, interactive web-based activities, seminars, written assignments, handouts/additional readings, role-play, computer-assisted instruction, and/or case studies.

Instructional materials, additional readings, activities and assignments for the course will be posted and available on the course page within the FMU Blackboard environment – FMU Blackboard.

This course page in Blackboard serves as the core information point for all course activities. All assignments will be submitted electronically through designated assignment links on the Blackboard course page and/or within LiveText assignment links as appropriate according to details in assignment descriptions (**assignment submissions will not be accepted via email or by other means unless otherwise noted**). Students will undertake all work **independently** unless otherwise noted.

Textbook and/or materials planned (including electronic/multimedia):

Yell, M., Meadows, N., Drasgow, E., & Shriner, J. (2014). Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders, (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 0132657996; ISBN-13: 9780133386004
*This is the digital + print package.

Kauffman, J. & Landrum, T. (2018). Characteristics of Emotional and Behavioral Disorders of Children and Youth, with Enhanced Pearson eText – Access Card Package, (11th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 0134460618; ISBN-13: 9780134460611
*This is the digital + print package.

****All required readings and interactive web-based activities/assignments will be posted in Blackboard, therefore access to the Internet is needed.**

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

Major concepts covered include (but are not limited to):

Introduction to Emotional and Behavioral Disorders – terms, conceptual models, history
Basic Assumptions about Emotional and Behavioral Disorders

Legal Issues in Educating Students with Emotional and Behavioral Disorders
Possible Causes – Biology, Culture, Family, School
Types of Disordered Behaviors – Attention and Activity, Conduct, Anxiety and related, Depression and Suicidal, Special Problems of Adolescents
Assessment of Students with Emotional and Behavioral Disorders
Applied Behavior Analysis
Functional Behavior Assessment, Behavior Intervention Plans, Collection of Data on Behaviors
Cognitive Behavioral Interventions
Social Skills Instruction
Developing Educationally Meaningful/Legally Sound IEPs for individuals with Emotional and Behavioral Disorders
Teaching Students with Emotional and Behavioral Disorders – effective instruction, evidence-based instructional procedures, planning instruction and assessment

*See proposed course syllabus



**Department of Education
Online Graduate Course**

Course Number: EDUC 702

Course Title: Emotional and Behavioral Disorders: Foundations, Characteristics, and Effective Strategies

Credit Hours: 3

Semester and Year: Fall 20XX

Course/Term Dates: TBD

Meeting Location: Online - Course meetings for EDUC 702 are virtual and asynchronous, with all course content presented online via Blackboard.

Prerequisites: None

Instructor: TBD

Phone/Voicemail: 843-661-XXX

E-mail: XXX@fmarion.edu

Office Location/Hours: CEMC XXX

*Office Hours: TBD

(Other availability by appointment only)

Course Description:

EDUC 702: This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the area of emotional and behavioral disorders. Participants will learn characteristics and the impact of varied social/emotional and learning needs, and examine effective strategies for addressing the varied academic and behavioral needs of students with emotional and behavioral disorders. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for instruction and intervention.

Required Textbook:

Yell, M., Meadows, N., Drasgow, E., & Shriner, J. (2014). Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders, (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 0132657996; ISBN-13: 9780133386004

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Kauffman, J. & Landrum, T. (2018). Characteristics of Emotional and Behavioral Disorders of Children and Youth, with Enhanced Pearson eText – Access Card Package, (11th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 0134460618; ISBN-13: 9780134460611

*This is the digital + print package.

The digital portion provides access to the Enhanced Pearson eText for viewing of accompanying media. This also allows for online reading of text – for those that prefer this format. The print portion provides a bound book/loose-leaf version for those that prefer to read the text in this format.

Using a digital + print package for this course incorporates Universal Design for Learning (UDL) principles – multiple means of representation and engagement. This offers options for you all to choose the reading format that is individually preferred, and the ability for me to present, and you to engage with, the content in various formats – written text as well as digital media.

****All required readings and interactive web-based activities/assignments will be posted in Blackboard, therefore access to the Internet is needed.**

Learning Outcomes:

In addition upholding the SOE's Conceptual Framework, learning outcomes for this course are aligned with the Council for Exceptional Children's (CEC) K-12 Initial Professional Preparation Standards, High Leverage Practices (HLPs), South Carolina Teaching Standards (SCTS) 4.0/NIET, Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards in the following ways.

At the completion of this course, the learner will be able to:	Conceptual Framework Standards	CEC Standards	HLPs	SCTS 4.0/NIET	CAEP Standards	InTASC Standards
Demonstrate knowledge of the terminology, definitions and characteristics associated with emotional and behavior disorders, and the impact of co-existing conditions and exceptionalities.	I A	1.0		Instruction (Teacher Knowledge of Students); Environment (all)	1.2 1.4	1, 2
Demonstrate understanding of the impacts of emotional and behavior disorders on academic, social, and vocational performance across the life span.	I A	1.0		Instruction (Teacher Knowledge of Students); Environment (all)	1.2 1.4	1, 2
Demonstrate familiarity with the full range of placements for individuals with emotional and behavior disorders.	I A	2.0	8, 9, 10	Instruction (Grouping Students); Environment (all)	1.2 1.4	3
Demonstrate an appreciation for cultural diversity and its effect on all aspects of teaching children and youth with emotional and behavior disorders.	II D	2.0	8, 9, 10	Instruction (Grouping Students); Environment (all)	1.2 1.4	3
Understand the importance of/how to create safe, inclusive, culturally responsive learning environments to engage individuals with emotional and behavioral disorders in meaningful learning activities and social interactions.	I A II D	2.1	8, 9, 10	Instruction (Grouping Students); Environment (all)	1.2 1.4	3
Understand the importance of using motivational and instructional interventions to teach individuals with emotional and behavioral disorders how to adapt behavior within and across different environments (classroom, school, community).	I A I B 1, 3	2.2	8, 9, 10	Instruction (Grouping Students); Environment (all)	1.2 1.4	3

Understand how to use evidence-based practices to intervene safely and appropriately with individuals with emotional and behavioral disorders in crisis.	I B 1, 3	2.3	8, 9, 10	Instruction (Grouping Students); Environment (all)	1.2 1.4	3
Demonstrate understanding of the general and specialized curricula, and modifications and accommodations to make them accessible to individuals with emotional and behavior disorders for individualized learning and positive support of appropriate social behavior.	I A II B	3.0	11 - 21	Instruction (Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Teacher Content Knowledge, Thinking, Problem Solving)	1.2	4, 5
Demonstrate knowledge of terminology and procedures used in multiple methods of assessment, data sources for making educational decisions, and factors that impact identification of individuals with emotional and behavior disorders.	I A II B	4.0	4, 5, 6, 7	Planning (all)	1.4	6
Understand how to select, use, and develop technically sound formal and informal assessments that minimize bias (including behavioral observation and recording methods, Functional Behavior Assessments, etc.) to determine whether a behavior problem exists and identify target behavior(s) in need of modification.	I A II B	4.1	4, 5, 6, 7	Planning (all)	1.4	6
Understand how to use, in collaboration with colleagues, multiple types of assessment information in order to develop a behavior intervention plan to reduce inappropriate behavior(s) and teach appropriate replacement behavior(s).	I A II B, E	4.3	4, 5, 6, 7	Planning (all)	1.4	6
Demonstrate an understanding of the precursors of emotional and behavior disorders, and how to use evidence-based prevention/intervention techniques and methods.	I A	5.0	11 - 21	Instruction (Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Teacher Content Knowledge, Thinking, Problem Solving); Planning (all)	1.2 1.4	7, 8
Demonstrate understanding of social and emotional problems of individuals with emotional and behavior disorders and strategies for	I A II B	5.0	11 - 21	Instruction (Lesson Structure and Pacing, Activities and Materials, Questioning,	1.2 1.4	7, 8

meeting those needs in the learning environment.				Academic Feedback, Teacher Content Knowledge, Thinking, Problem Solving); Planning (all)		
Understand how to teach cross-disciplinary and social/emotional knowledge and skills such as critical thinking and problem solving, through positive behavior interventions and supports, appropriate replacement behavior(s), and/or social skills as part of a comprehensive behavior management system.	I A II B	5.7	11 - 21	Instruction (Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Teacher Content Knowledge, Thinking, Problem Solving); Planning (all)	1.2 1.4	7, 8
Demonstrate knowledge of philosophies, theories, models, state and federal legislation, and issues related to individuals with emotional and behavior disorders.	I A	6.0		Professional (all)	1.5	9
Understand the importance of collaborating with parents, colleagues and community members to prevent problem behaviors or select interventions to reduce problem behaviors of students with emotional and behavioral disorders.	II D	7.3	1, 2, 3	Professional (all)	1.5	10

Teaching Strategies:

This is an online Blackboard Learning System enhanced course and will consist of some of the following methods of presentation: lecture, podcasts/guest lecturers, class/group presentations, audio-visual aids/power points, group/class discussions, interactive web-based activities, seminars, written assignments, handouts/additional readings, role-play, computer-assisted instruction, and/or case studies.

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Course Assignments for EDUC 702

This course will cover all chapters of your required course text. It is expected that students read the required text (and any additional assigned readings, lectures, and content) and/or complete any interactive web-based activities each week, participate in class discussions, and complete all group and individual assignments/activities as described in detail within Blackboard. It is important that you work through/complete each course module as designed/presented, including A-J described below:

A. Chapter Reading:

Students will read each chapter in the textbook during the assigned time.

B. Learning Module Activities:

Coursework will be arranged into Learning Modules available online through Blackboard (**located under the Learning Modules tab**). Each Learning Module will be organized by Weekly Modules that correspond with text chapters, course content and major topics. Each week, students will view and listen to all instructional materials located in the module, and complete all included activities by the module completion date. The activities are designed to inform students about the principles of the field, stimulate thinking, and promote reflections expressed in the Discussion Board prompts. **As one module ends, the next module will be released in Blackboard.** While all information, instructional materials and activities will remain available from previous modules throughout the course, assignment links for assignment/assessment submissions will no longer be available after the module/assignment's due dates have passed (i.e., **no late assignments will be accepted**).

C. Affirmation Form: 5 points

The last page of this syllabus is the Affirmation Form that indicates you have read and understand all course policies. **After reading the syllabus thoroughly, please print the last page and follow the directions required for completion BY HAND (not digitally). To return the form to Instructor XXX: Upload a clear and legible scanned copy or photograph of the completed form via the assignment link in Blackboard (under the Course Information tab). This is due no later than 11:59pm on XXX, 20XX or you will be dropped from the course.**

D. Introduction: 10 points

At the start of the course, students will make an Introduction "post" to introduce themselves to classmates by recording a short video introduction on FlipGrid. **This FlipGrid code/access and detailed instructions will be in Week 1 Learning Module, under the Learning Modules tab for completion by the announced due date.**

E. Discussion Board Participation: 40 points (8 x 5 points)

Students will contribute to eight (8) discussion board forums, each with a case-based topic (scenario/vignette with related questions) related to a portion of the previous/corresponding module's content to assess their applied understanding of the concepts. To create conversations, it will be helpful to make original posts as you begin working through the module, then return to review your peers' posts to make reflective responses before the end of the week/module – you may certainly respond to multiple posts made by peers if you'd like. **The prompt and detailed instructions for the discussion post will be located under the Discussions tab (within forums labeled DB #1, DB #2, and so on) as the matching content is covered.** For the full 5 points you are expected to respond to the question with an original post and to one other student's thread with a thoughtful reflection.

** See also the discussion board rubric posted in Blackboard under the Course Information tab for further guidance on completion/scoring of discussion board participation.*

F. Case-Based Eligibility Profile: 30 points

After learning about the federal definition of Emotional Disturbance, state criteria for eligibility under Emotional Disability, and while learning about specific examples/types of emotional and behavioral disorders, students will complete a case-based eligibility profile. There will be three (3) short case studies to read and analyze, for which students will make a decision as to whether the individual described in the scenario/vignette appears to meet/not meet the criteria for eligibility according to the federal definition and state criteria for identification; then complete a provided chart

to include evidence from the case that supports their decision along with a brief explanation.

Additional details for completion and scoring of your case-based eligibility profile will be provided within Blackboard, located under the Case-Based Eligibility Profile tab.

G. Behavior Measurement and Assessment Activities: 30 points

After learning about behavior assessment and watching video examples, students will complete a series of activities to practice the process of recording frequency, interval, duration, and latency observation data to measure behavior; and conducting an ABC Analysis as part of assessing behavior. **Additional details for completion and scoring of your behavior measurement and assessment activities will be provided within Blackboard, located under the Behavior Measurement and Assessment Activities tab.**

H. Applied Behavior Analysis – Case Study: 30 points

After learning about Applied Behavior Analysis, students will complete an ABA Case Study to practice the process of identifying/defining target behaviors, writing behavioral objectives, and graphing and analyzing data to make data-based instructional decision for behavior change. **Additional details for completion and scoring of your applied behavior analysis case study will be provided within Blackboard, located under the Applied Behavior Analysis – Case Study tab.**

I. IRIS Center STAR Legacy Module: 35 points

This course will include completion of an online module developed by the IRIS Center – which is headquartered at Vanderbilt University and funded by the US Department of Education’s Office of Special Education Programs (OSEP). **Information about the IRIS module, a link for access, and details about the assignment and assessment for submission will be provided within Blackboard, under the IRIS Center tab.**

J. Functional Behavior Assessment (FBA) and Behavior Intervention/Support Plan (BIP/BSP): 100 points

After practicing ABA, behavior measurement and assessment, and learning about Functional Behavior Assessments, Behavior Intervention Plans, and positive behavior strategies (i.e., setting, antecedent, teaching, and consequence), the instructor will provide students with a case study allowing students to apply their learning. Students will use the information provided to complete a series of activities that will lead to the development of a Functional Behavior Assessment (FBA) and Behavior Intervention/Support Plan. This assignment is designed to demonstrate, because of their learning in the course, students’ ability to conduct a complete FBA that appropriately identifies a target behavior in need of modification; and a complete BIP/BSP that appropriately identifies strategies for decreasing inappropriate behaviors and teaching appropriate replacement behaviors. While working with a partner/group is not mandatory, it is strongly encouraged that students complete this assignment with a small group of 5-6 peers to simulate the collaborative nature of an IEP and/or Student Support Team. **Additional details for completion and scoring of your FBA and BIP/BSP will be provided within Blackboard, located under the Functional Behavior Assessment and Behavior Intervention Plan tab.**

METHODS OF EVALUATION:

All written assignments will be evaluated using the following criteria: accuracy of content; grammar, spelling, and organization; adequacy and clarity of content; and timeliness.

Assignment/Activity	Points Value
Affirmation Form	5 points

Assignment/Activity	Points Value
Introduction	10 points
Discussion Board Participation (8 x 5 points)	40 points
Case-Based Eligibility Profile	30 points
Behavior Measurement and Assessment Activities	30 points
Applied Behavior Analysis – Case Study	30 points
IRIS Center - FBA and BIP/BSP	35 points
Functional Behavior Assessment and Behavior Intervention/Support Plan	100 points
Total Points	280 points

Classroom Grading Scale:

The following grading scale will be used to determine the final grade for the course.

Alphabetic Grade	Score (Percentage)	Total Points	Descriptor	GPA
A	90-100%	251 - 280	Distinction	4.0
B+	87-89%	243 - 250		3.5
B	80-86%	223 - 242	Above Average	3.0
C+	77-79%	215 - 222		2.5
C	70-76%	195 - 214	Average	2.0
F	Below 70%	194 & below	Unsatisfactory (no credit)	0

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period a student will be dropped from the course.

Withdrawal without academic penalty will only be granted on or before the date indicated on the current FMU academic calendar. After that date, no withdrawals will be granted, and the student will receive the grade earned at the end of the term.

Incompletes are only issued on a very limited basis. A grade of “I” will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION:

Affirmation Form:

The last page of this syllabus is the Affirmation Form that indicates you have read and understand all course policies. After reading the syllabus thoroughly, please print the last page and follow the directions required for completion BY HAND (not digitally). To return the form to Instructor XXX: Upload a clear and legible scanned copy or photograph of the completed form via the assignment link in Blackboard. This is due no later than 11:59pm on XXX, 20XX or you will be dropped from the course.

Francis Marion School of Education Conceptual Framework

The School of Education prepares **competent** and **caring** teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching

- B. Professional knowledge and skills
 - 1. Ability to plan instruction
 - 2. Ability to apply skills and knowledge in a clinical setting
 - 3. Ability to cause learning in P -12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty
 - 6. Ability to use technology

II. Caring teachers possess

Professional Dispositions

- A. Exhibits professional attributes
- B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
- C. Upholds Ethical and Professional Standards
- D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
- E. Shows respect for colleagues, P -12 students, faculty and staff

School of Education Professional Dispositions Statement:

An important aspect of becoming a highly qualified educator is the demonstration of appropriate professional dispositions or behaviors. The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. These behaviors will be clearly identified and monitored throughout your educational program (particularly for those seeking professional licensure) in all courses and experiences. If your professor or your program committee recognizes a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students.

E-mail:

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays. Faculty are only expected to answer emails from 9-5 Monday-Friday.** Any inattentiveness on your part will not constitute an emergency on the part of the faculty member. Emails received after 5pm will not be answered until the next day; and emails received over the weekend will not be answered until the start of the work week.

Email to all faculty and learners in the department **must be addressed professionally with a proper salutation (Dr./Professor/Mr./Mrs./Ms./etc), complimentary closing, and signature that includes your FMU ID#.**

When sending an email, please include a detailed (yet concise and relevant) **subject line** and be sure to **reference the course (EDUC ###)** in the message and sign the email with your name (especially if sending from your phone which may not include a signature line and FMU ID#). Also, be sure to use a professional tone, and check spelling/grammar – and remember that text message language is not appropriate. *For example:*

Subject: EDUC ### - Question about X

Body:

Dear Dr. XXX,

Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.

Thanks/Sincerely/Best/Etc.

Your First and Last Name

Your FMU ID #

If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

In addition, your FMU email address will be the primary means of contact for course related information; therefore, you **must** check your g.fmarion.edu email account regularly (i.e., daily). It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Guidelines for Faculty Appointments:

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Computer Use:

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

In addition, this is an online course designed to include asynchronous class sessions via weekly modules posted in Blackboard, therefore access to the Internet is needed. In addition, there will be important updates and information posted regularly in Blackboard under the Announcements tab, with notifications sent to your email. It is your responsibility to check Blackboard and your email for announcements and updates.

Technical Support:

In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available by phone at: (843) 661-1111 or in person (Stanton Academic Computer Center) during the Fall and Spring semesters: Monday – Friday, 8:00 a.m. to 5:00 p.m. Summer hours are: Monday – Thursday, 8:00 a.m. to 5:15 p.m.

LiveText:

If you are a degree seeking education student, you must purchase LiveText. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage, particularly the News and Announcements, on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on "Academics", then scrolling and choosing "School of Education". From the School of Education page, select "News and Announcements" from the menu on the left side of the page. You may also follow this link: [SOE News and Announcements](#)

Social Networking Policy:

Learners are encouraged to use their most professional judgment regarding internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and

student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities:

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Academic Integrity:

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

In addition, your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a group assignment, the work you submit should be your own. Please refer to the "FMU Honor Code" section of the Student Handbook available at this link: [FMU Student Handbook](#) so that you are aware of the policy that will be followed in this course regarding academic conduct.

Students Requiring Learning Supports/Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in at least one of the following manners: verbally in class, on the announcement page of Blackboard, and/ or by email.

Additionally, any exemption to the academic information above will be determined on a case-by-case basis at the instructor's discretion.

EDUC 702 Class Schedule/Agenda
FRANCIS MARION UNIVERSITY
Department of Education
Student Affirmation Form

Name: _____

Semester: Fall 20XX Course: EDUC 702

After reading the syllabus thoroughly, please print this page. Write your initials by each point with which you agree, then sign and date the bottom by hand (not digitally). You must return this form to me by 11:59pm on XXX, 20XX or you WILL BE DROPPED from EDUC 529. To return the form: Upload a clear and legible scanned copy (use a physical scanner or scan-to-mobile device app) or take a photograph with your phone of the completed form via the assignment link in Blackboard. Please note that digitally signed or incorrectly completed forms will not be accepted as a valid course agreement.

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (Livetext, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature _____

Date: _____

Student Printed Name: _____

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC Date 08/03/2021

Course No. or Level 703 Title Introduction to Intellectual Disabilities/Developmental Disabilities: Foundations, Characteristics, and Effective Strategies

Semester hours 3 Clock hours: Lecture ☒ Laboratory ☐

Prerequisites None

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Karen M. Fries

Department Chairperson's/Dean's Signature *Puck Nson*

Provost's Signature *Peter King*

Date of Implementation Fall 2022

Date of School/Department approval: August 19, 2021

Catalog description:

- Purpose:
1. **For Whom (generally?)** This course is for students in one of our graduate programs, Master of Arts in Teaching – Multi-Categorical, who need to become familiar with foundations, characteristics, and effective strategies to teach students with intellectual disabilities (ID), developmental disabilities (DD), and autism spectrum disorder (ASD). This course is part of an initial certification program in the special education area of Multi-Categorical (Mild/Moderate) disabilities.
 2. **What should the course do for the student?** This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the areas of intellectual disabilities, development disabilities,

and will also include autism spectrum disorders. Participants will learn characteristics and the impact of varied social/emotional and learning needs and examine effective strategies for addressing the varied academic and behavioral needs of students with ID, DD, and/or ASD. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for focused instruction.

Teaching method planned: As this graduate course is designed for working professionals (most course members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, one cumulative examination, reflections, and both individual and small group projects. Students can work at their preferred pace while adhering to posted deadlines.

Textbook and/or materials planned (including electronic/multimedia):

McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2018). *Inclusion: Effective practices for all students*, 3rd ed. New York, NY: Pearson.

Will also include select modules from the IRIS center: <https://iris.peabody.vanderbilt.edu/module/tran/> and the CEEDAR center, (e.g.): <https://cedar.education.ufl.edu/cems/inclusive-education/>

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

Course syllabus is attached.

When completed, forward to the Office of the Provost.



EDUC 703:
Intellectual and Developmental Disabilities: Foundations,
Characteristics, and Effective Strategies
Fall 20XX

Instructor: Dr. Karen M. Fries

Office: 216 CEMC

Phone/Voicemail: (843) 661-1438

Office Hours: By appointment (virtual)

E-mail: kfries@fmarion.edu (This is the best way to reach me)

Meeting times and meeting Location: Online; work at your preferred pace but make sure to adhere to posted deadlines

Course Description

This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the areas of intellectual disabilities (ID), developmental disabilities (DD), and will also include autism spectrum disorders (ASD). Participants will learn characteristics and the impact of varied social/emotional and learning needs and examine effective strategies for addressing the varied academic and behavioral needs of students with ID, DD, and/or ASD. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for focused instruction.

Teaching methods planned: As this graduate course is designed for working professionals (most class members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, one cumulative examination, reflections, and both individual and small group projects. Students can work at their preferred pace while adhering to posted deadlines.

Prerequisite/Corequisite:

Prerequisite – None

Co-requisite - EDUC 719

Textbook:

(Required) McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2018). *Inclusion: Effective practices for all students*, 3rd ed. New York, NY: Pearson.

The course will also include select modules from the IRIS center:

<https://iris.peabody.vanderbilt.edu/module/tran/>

and the CEEDAR center, (e.g.): <https://cedar.education.ufl.edu/cems/inclusive-education/>

Francis Marion University *Conceptual Framework*

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 - 1. The ability to plan instruction
 - 2. The ability to apply skills and knowledge in a clinical setting
 - 3. The ability to cause learning in P -12 students
 - 4. The ability to assess learning and learners
 - 5. The ability to work with children of poverty
 - 6. The ability to use technology
- II. Caring teachers:
 - Exhibit Professional Dispositions
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Course Objectives - Upon completion of this course:

Objective	Conceptual Framework Standards	CEC Standards	CAEP Standards
Students will demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with ID/DD/ASD in an area classroom at the K-12 level.	I A, II B,	1, 2, 3, 5	1a. 1b 1c
Students will explain the theoretical basis for modifications and adaptations undertaken.	I A	3, 5	1a.
Students will demonstrate the ability to incorporate appropriate assistive technological supports to enhance students' reading and language achievement.	I A., II, B,C, D	3, 5	1a. 1b. 1c 1d
Students will demonstrate the ability to monitor and assess the progress of students with ID/DD/ASD.	I A, II B	4	1d.
Students will demonstrate the ability modify instructional approaches based on the analysis of the performance data obtained.	I A, II B, D	3, 4, 5	1b. 1d
Students will explain the rationale for the instructional modifications based on the analysis of performance data	I A	1, 4, 5	1d.

and the characteristics of the learner(s).			
Students will demonstrate the ability to evaluate their instructional practices.	I A, II B	6	1c. 1d.
Students will demonstrate the ability to evaluate instructional interventions for students with ID/DD/ASD through meaningful pre-and post-assessments and collaboration with the classroom teacher.	I.A II, B, D	4, 6, 7	1a 1b 1c 1d

Course Content

The course will include 14 lessons:

Lesson 1: Overview of ID/DD/ASD

Lesson 2: Evidence-Based Practices for Educating Students with ID/DD/ASD

Lesson 3: Working with Families of Children with ID/DD/ASD

Lesson 4: Environmental Arrangement to Prevent Contextually Inappropriate Behavior

Lesson 5: Teaching Students with ID/DD/ASD Using the Principles of Applied Behavior Analysis

Lesson 6: Teaching Students with ID/DD/ASD to Communicate

Lesson 7: Social Challenges of Children and Youth with ID/DD/ASD

Lesson 8: Daily Living Skills for Children and Youth with ID/DD/ASD

Lesson 9: Effective Practices for Teaching Academic Skills to Students with ID/DD/ASD

Lesson 10: Play-Focused Interventions for Young Children with ID/DD/ASD

Lesson 11: Assistive Technology for Learners with ID/DD/ASD

Lesson 12: Motor Consideration for Individuals with ID/DD/ASD

Lesson 13: Transition to Elementary Environments for Students with ID/DD/ASD

Lesson 14: Transition to Postsecondary Environments for Students with ID/DD/ASD

Course Activities

Getting Started Module (5 points)

You will complete all activities under the Getting Started Module, including an affirmation form and initial “getting to know you” post.

IRIS Module – Assessment Questions (20 points)

This will take the form of an individual, partner, or small group assignment. You will access a choice of two IRIS modules online (<https://iris.peabody.vanderbilt.edu/>) and submit answers to the Assessment questions found in the module. To make it easier for you, the assessment questions are in a word document under the Assignments tab on BB, which is also where you will access the module. You can just type your answers into the word doc and submit that under the assignment tab.

Work through CEEDAR module and submit guided notes (15 points)

This will take the form of an individual, partner, or small group assignment. You will work through a choice of two CEEDAR modules and submit the corresponding guided notes. You can access the modules here <https://cedar.education.ufl.edu/> or under the Assignments tab on BlackBoard as a link under the “CEEDAR module” folder. You will find the guided notes (your actual assignment) as a word document under the same folder. This is an example of a CEEDAR module: <https://cedar.education.ufl.edu/cems/inclusive-education/learning-resources/>

Discussion Activities (52 points total)

To engage as a learning community, you are required to participate in team discussions. You are required to post responses to at least one question from the instructor for each lesson.

You will receive four (4) points for posting in 13 lessons. Thus, this activity is worth 52 points total. There are no right or wrong answers to this assignment; it is meant to allow you to reflect on what has been read, find additional information, and/or share opinions.

Specific requirements for/information about this activity are as follows:

1. You will post a minimum of two (2) entries per question. You should make one (1) post answering the question and one (1) additional post responding to a peer. Feel free to discuss more—this activity is to facilitate your own thinking.
2. Each post should be made as a separate entry. To get credit, you must have two (2) separate posts.
3. Posts should be a minimum of three (3) sentences (more complex than simply “I agree with you”) and should reflect your thoughts.
4. Discussion questions will be opened at the beginning of each lesson and will close on the due dates noted in the course schedule. Thus, you must post entries during the appointed lesson dates. You are expected to post responses during the lesson dates even if you're on vacation or the like, as it is reasonable to expect you to have access to the Internet at some point during each lesson.
5. You will receive credit for this required activity. You will receive four (4) points per lesson for posting entries (an original response and a response to a peer).
6. This is a discussion among peers. The instructor will intermittently add comments/ideas, but will only occasionally monitor discussions. It's up to you and your peers to make the discussion a meaningful learning experience.
7. It is assumed that no inflammatory or offensive comments will be made during discussions. The instructor will delete inappropriate comments if this practice is observed. The hope is that these discussion activities will facilitate your interaction with your classmates. Remember, it's up to you to make your discussions useful/meaningful. This is one way we can learn from each other!

Chapter Activity Presentation (15 points)

You (and your partner/small group) will choose a Chapter Activity to present one to your peers. You will upload a YouTube link to Blackboard. A sample will be provided via a video clip. If it is an activity that requires “children,” you can teach the activity to your children, your friends’ children, your friends, your dogs, your stuffed animals, someone else in the class, etc. You don’t actually need children/people to “teach” the lessons to. The purpose is to get you familiar with how to implement some of the strategies included in the various chapters throughout the textbook.

Chapter Activity response (5 points) – Discussion Board

This will take the form of an individual assignment. You will read ONE of your classmates’ posts watching how they presented the chapter activity to their “students.” Do you agree with how they used the activity? Can you think of any other ways to use the activity for students with ID/DD/ASD? Have you seen that particular activity used in a classroom before, etc.?

Case study summary (10 points)

You will read from a choice of two case studies and submit the answers to the questions at the end of the case study. The case studies will provide you with real-world examples of how to instruct students with ID/DD/ASD. You may choose to work with a partner or small group.

Lesson Activities (24 points total)

Each lesson, with the exception of Lesson 1, will include a lesson activity to be completed on BlackBoard. The activity might include reflection on readings (chapter or articles posted), videos, or online lectures. The activity might also be a simulation, project-based activity, or completion of an IRIS STAR legacy module, to name a few examples.

Final exam (24 points)

You will complete one cumulative final exam via BlackBoard. This will take place at the end of the semester.

KEY DUE DATES

Week 2 – Getting Started Module due

Week 3 – IRIS module due

Week 4 - CEEDAR module due

Various dates- Discussion activities due

Various dates - Lesson activities due

Week 10 - Chapter activity presentation due

Week 11 – Chapter activity presentation Response due (discussion board)

Week 13 - Case Study due

Week 15- Final exam due

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	153-170	Distinction
B+	85%- 89%	144-152	
B	80% - 84%	136-143	Above Average
C+	75% - 79%	127-135	
C	70% - 74%	119-126	Average
F	Below 70 %	118.9 and below	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Getting Started Module	5 points
IRIS Module	20 points
CEEDAR module	15 points
Discussion Activities	52 points
Chapter Activity presentation	15 points
Chapter Activity Response	5 points (discussion board)
Case Study Summary	10 points
Lesson Activities	24 points
Final exam	24 points
Total Points	170 points

Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
 - You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
 - You are responsible for ALL material covered/discussed in each folder as well as any meetings via Blackboard Collaborate and everything related to the course.
 - It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be posted on the Discussion Board in Blackboard. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

Submitting Assignments, Projects, Papers

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, **all written work will be graded for correct use of Standard Written English**.
- Make sure you keep up with your grades.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in

the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION

Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. You can find this under the "Content" tab on BB. **You must submit this form as an assignment into BlackBoard by the end of Week 2 or you will be dropped from this course.**

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays. Faculty are only expected to answer emails from 9:00-5:00 Monday-Friday.** Any inattentiveness on your part will not constitute an emergency on the part of the faculty member. Emails received after 5pm will not be answered until the next day; and emails received over the weekend will not be answered until the start of the work week.

Email to all faculty and learners in the department **must be addressed professionally with a proper salutation (Dr./Professor/Mr./Mrs./Ms./etc.), complimentary closing, and signature that includes your FMU ID#.** When sending an email, please include a detailed (yet concise and relevant) **subject line** and be sure to **reference the course (EDUC ###)** in the message and sign the email with your name (especially if sending from your phone which may not include a signature line and FMU ID#). Also, be sure to use a professional tone, and check spelling/grammar – and remember that text message language is not appropriate. *For example:*
Subject: EDUC ### - Question about X

Body:

Dear Dr. Fries,

Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.

Thank You/Sincerely/Best/Etc.

Your First and Last Name

Your FMU ID #

If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." In addition, your FMU email address will be the primary means of contact for course related information; therefore, you **must** check your g.fmarion.edu email account regularly (i.e., daily). It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Live Text

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation

from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 703 COURSE SCHEDULE – Fall 20XX (tentative)

WEEK	TOPICS and Assignments Due
1.	
2.	Getting Started Module Due
3.	IRIS Module Due
4.	CEEDAR Module Due
5.	
6.	
7.	
8.	
9.	
10.	Chapter activity presentation Due (YouTube link posted to disc. board)
11.	Chapter activity Response Due (discussion board)
12.	
13.	Case Study Summary due
14.	
15.	Final exam due

Various weeks (Weeks 2 – 14) Discussion Activities Due
Various weeks Lesson Activities Due

FRANCIS MARION UNIVERSITY

Department of Education

Student Affirmation Form must be returned by the end of Week 2!! (You will submit as an assignment in BB)

Name: _____ Semester: Fall 20XX Course: EDUC 703

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 70% in order to pass the course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will sign only my own papers and other documents and will not sign any other student's or cooperating teacher's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (Live text, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature/initials: _____

Date: _____

Student Printed (Typed) Name: _____

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School School of Education Date 8-6-2021

Course No. or Level EDUC 712 Title Methods for Mild/Moderate Disabilities (K-6)

Semester hours 3 Clock hours: Lecture 3 Laboratory

Prerequisites EDUC 702, 703, and 761/ Corequisite: EDUC 713

Enrollment expectation 25

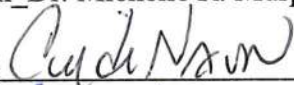
Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Michelle R. Murphy

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation: Fall 2023

Date of School/Department approval: August 19, 2021

Catalog description:

This course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades K-6. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, and instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards.

Purpose: 1. For Whom (generally?)

This course is designed for teacher candidates in the Multi-categorical Special Education Master's Program (M.A.T – Multi-categorical Special Education)

2. What should the course do for the student?

At the completion of this course, the learner will be able to:

- Understand how language, culture, and family background influence the learning of students with mild/moderate, high-incidence disabilities.
- Use understanding of development and individual differences to respond to the needs of students with mild/moderate, high-incidence disabilities.
- Select, adapt, and [develop a plan to] use a repertoire of evidence-based instructional strategies to advance learning of students with mild/moderate, high-incidence disabilities.
- [Develop a plan designed to] monitor and assess the progress of students with mild/moderate, high-incidence disabilities.
- Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for students with mild/moderate, high-incidence disabilities.
- Use technologies to support instructional assessments, planning, and delivery for students with mild/moderate, high-incidence disabilities.
- Use strategies to enhance language development and communication skills of students with students with mild/moderate, high-incidence disabilities.
- [Develop a plan designed to] teach to mastery and promote generalization of learning.
- [Develop a plan designed to] teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to students with mild/moderate, high-incidence disabilities.
- Understand and use professional ethical principles and professional practice standards to guide their practice.
- Understand how foundational knowledge and current issues influence professional practice.
- Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- Understand the significance of lifelong learning and participation in professional activities and learning communities.
- Use the theory and elements of effective collaboration; and serve as a collaborative resource to their cooperating teacher and colleagues.

Teaching method planned:

This is an online Blackboard Learning System enhanced course and will consist of some of the following methods of presentation: lecture, podcasts/guest lecturers, class/group presentations, audio-visual aids/power points, group/class discussions, interactive web-based activities, seminars, written assignments, handouts/additional readings, role-play, computer-assisted instruction, and/or case studies.

Instructional materials, additional readings, activities and assignments for the course will be posted and available on the course page within the FMU Blackboard environment – FMU Blackboard.

This course page in Blackboard serves as the core information point for all course activities. All assignments will be submitted electronically through designated assignment links on the Blackboard course page and/or within LiveText assignment links as appropriate according to details in assignment descriptions (**assignment submissions will not be accepted via email or by other means unless otherwise noted**). Students will undertake all work **independently** unless otherwise noted.

Textbook and/or materials planned (including electronic/multimedia):

Boyle, J. & Scanlon, D. (2019). *Methods and Strategies for Teaching Students with High Incidence Disabilities*, (2nd ed.). Boston, MA: Cengage. eTextbook Version - ISBN: 9780357701423; Hardcover Textbook Version - ISBN: 9781337566148

Prater, M.A. (2018). *Teaching Students with High-Incidence Disabilities*. Thousand Oaks, CA: SAGE Publications, Inc. eTextbook Version - ISBN: 9781483390604; Paperback Textbook Version - ISBN: 9781483390598

*Candidates may select their preferred textbook version format – digital or print.

**All required readings and interactive web-based activities/assignments will be posted in Blackboard, therefore access to the Internet is needed.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

The course will highlight relevant learning theories; special education laws; cultural and/or linguistic diversity; inclusive approaches such as differentiated instruction, multi-tiered systems of support and universal design for learning; educational collaboration and co-teaching; working with families; integrating technological applications and tools; teacher-directed and student-mediated instruction; social and emotional learning; as well as general learning strategies, and strategies/techniques applied in reading, oral and written language, math, science, and social studies.

Major concepts covered include (but are not limited to):

- Providing Special Education to students with high-incidence disabilities
- Effective Practices in Inclusive and Co-taught Classrooms: planning, teaching, and monitoring instruction
- Technology and Teaching – Instructional and Assistive Technology
- Working with Families
- Learning Theories
- Oral Language Strategies and Techniques
- Early/Later Reading Strategies and Techniques
- Written Language Strategies and Techniques

Math Strategies and Techniques
Content Area Strategies and Techniques (Science/Social Studies)
Organization and Study Skills Strategies and Techniques
Social-Emotional/Behavioral Strategies and Techniques

*See proposed course syllabus



**Department of Education
Online Graduate Course**

Course Number: EDUC 712

Course Title: Methods for Mild/Moderate Disabilities (K-6)

Credit Hours: 3

Semester and Year: Fall 20XX

Course/Term Dates: TBD

Meeting Location: Online - Course meetings for EDUC 712 are virtual and asynchronous, with all course content presented online via Blackboard.

Prerequisites: EDUC 702, 703, and 761

Co-requisites: EDUC 713 - Practicum for Mild/Moderate Disabilities (K-6)

Instructor: TBD

Phone/Voicemail: 843-661-XXX

E-mail: XXX@fmarion.edu

Office Location/Hours: CEMC XXX

*Office Hours: TBD

(Other availability by appointment only)

Course Description:

EDUC 712: This course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades K-6. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, and instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards.

Required Textbook:

Boyle, J. & Scanlon, D. (2019). *Methods and Strategies for Teaching Students with High Incidence Disabilities*, (2nd ed.). Boston, MA: Cengage. eTextbook Version - ISBN: 9780357701423; Hardcover Textbook Version - ISBN: 9781337566148

Prater, M.A. (2018). *Teaching Students with High-Incidence Disabilities*. Thousand Oaks, CA: SAGE Publications, Inc. eTextbook Version - ISBN: 9781483390604; Paperback Textbook Version - ISBN: 9781483390598

*Candidates may select their preferred textbook version format – digital or print.

The digital option provides access to the eText for viewing of accompanying media. This also allows for online reading of text for those that prefer this format. The print option provides a bound copy for those that prefer to read the text in this format.

Using a digital or print option for this course incorporates Universal Design for Learning (UDL) principles – multiple means of representation and engagement. This offers options for you all to choose the reading format that is individually preferred, and the ability for me to present, and you to engage with, the content in various formats – written text as well as digital media.

****All required readings and interactive web-based activities/assignments will be posted in Blackboard, therefore access to the Internet is needed.**

Learning Outcomes:

In addition upholding the SOE's Conceptual Framework, learning outcomes for this course are aligned with the Council for Exceptional Children's (CEC) K-12 Initial Professional Preparation Standards, High Leverage Practices (HLPs), South Carolina Teaching Standards (SCTS) 4.0/NIET, Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards in the following ways.

At the completion of this course, the learner will be able to:	Conceptual Framework Standards	CEC Standards	HLPs	SCTS 4.0/NIET	CAEP Standards	InTASC Standards
Understand how language, culture, and family background influence the learning of students with mild/moderate, high-incidence disabilities.	II D	1.1		Instruction (Teacher Knowledge of Students); Environment (all)	1.2, 1.4	1, 2
Use understanding of development and individual differences to respond to the needs of students with mild/moderate, high-incidence disabilities.	II B	1.2		Instruction (Teacher Knowledge of Students); Environment (all)	1.2, 1.4	1, 2
Select, adapt, and [develop a plan to] use a repertoire of evidence-based instructional strategies to advance learning of students with mild/moderate, high-incidence disabilities.	I A II B, C, D	3.1 5.0	11 - 21	Instruction (all);	1.2	4, 5, 7, 8
[Develop a plan designed to] monitor and assess the progress of students with mild/moderate, high-incidence disabilities.	I B 4 II B	4.0	4, 5, 6, 7	Instruction (Academic Feedback); Planning (all)	1.2, 1.4	6
Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for students with mild/moderate, high-incidence disabilities.	I A II B, D	2.1 5.1	8, 9, 10, 11 - 21	Instruction (Grouping Students, Lesson Pacing and Structure, Activities and Materials, Questioning, Academic Feedback, Teacher Knowledge of Content, Thinking, Problem Solving); Planning (all);	1.2, 1.4	3, 7, 8

At the completion of this course, the learner will be able to:	Conceptual Framework Standards	CEC Standards	HLPs	SCTS 4.0/NIET	CAEP Standards	InTASC Standards
				Environment (all)		
Use technologies to support instructional assessments, planning, and delivery for students with mild/moderate, high-incidence disabilities.	I B 6 II B	4.0 5.2	4, 5, 6, 7, 11 - 21	Instruction (Lesson Pacing and Structure, Activities and Materials, Questioning, Academic Feedback, Teacher Knowledge of Content, Thinking, Problem Solving); Planning (all)	1.2, 1.4	6, 7, 8
Use strategies to enhance language development and communication skills of students with students with mild/moderate, high-incidence disabilities.	I A II B	5.4	11 – 21	Instruction (Lesson Pacing and Structure, Activities and Materials, Questioning, Academic Feedback, Teacher Knowledge of Content, Thinking, Problem Solving)	1.2	7, 8
[Develop a plan designed to] teach to mastery and promote generalization of learning.	I A II B	5.6	11 – 21	Instruction (Lesson Pacing and Structure, Activities and Materials, Questioning, Academic Feedback, Teacher Knowledge of Content, Thinking, Problem Solving)	1.2	7, 8
[Develop a plan designed to] teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to students with mild/moderate, high-incidence disabilities.	I.A II B	5.7	11 – 21	Instruction (Lesson Pacing and Structure, Activities and Materials, Questioning, Academic Feedback, Teacher Knowledge of Content, Thinking, Problem Solving)	1.2	7, 8
Understand and use professional ethical principles and professional practice standards to guide their practice.	II C	6.1		Professional (all)	1.5	9
Understand how foundational knowledge and current issues influence professional practice.	II A	6.2		Professional (all)	1.5	9
Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	II D	6.3		Professional (all)	1.5	9
Understand the significance of lifelong learning and participation in professional activities and learning communities.	II A	6.4		Professional (all)	1.5	9
Use the theory and elements of effective collaboration; and serve as a collaborative resource to their cooperating teacher and colleagues.	II E	7.1, 7.2	1, 2, 3	Professional (all)	1.5	10

Teaching Strategies:

This is an online Blackboard Learning System enhanced course and will consist of some of the following methods of presentation: lecture, podcasts/guest lecturers, class/group presentations, audio-visual aids/power points, group/class discussions, interactive web-based activities, seminars, written assignments, handouts/additional readings, role-play, computer-assisted instruction, and/or case studies.

Instructional materials, additional readings, activities and assignments for the course will be posted and available on the course page within the FMU Blackboard environment – FMU Blackboard.

This course page in Blackboard serves as the core information point for all course activities. All assignments will be submitted electronically through designated assignment links on the Blackboard course page and/or within LiveText assignment links as appropriate according to details in assignment descriptions (**assignment submissions will not be accepted via email or by other means unless otherwise noted**). Students will undertake all work **independently** unless otherwise noted.

Course Assignments for EDUC 712

This course will cover all chapters of your required course text. It is expected that students read the required text (and any additional assigned readings, lectures, and content) and/or complete any interactive web-based activities each week, participate in class discussions, and complete all group and individual assignments/activities as described in detail within Blackboard. It is important that you work through/complete each course module as designed/presented, including A-H described below:

A. Chapter Reading:

Students will read each chapter in the textbook during the assigned time.

B. Learning Module Activities:

Coursework will be arranged into Learning Modules available online through Blackboard (**located under the Learning Modules tab**). Each Learning Module will be organized by Weekly Modules that correspond with text chapters, course content and major topics. Each week, students will view and listen to all instructional materials located in the module, and complete all included activities by the module completion date. The activities are designed to inform students about the principles of the field, stimulate thinking, and promote reflections expressed in the Discussion Board prompts. **As one module ends, the next module will be released in Blackboard.** While all information, instructional materials and activities will remain available from previous modules throughout the course, assignment links for assignment/assessment submissions will no longer be available after the module/assignment's due dates have passed (i.e., **no late assignments will be accepted**).

C. Affirmation Form: 5 points

The last page of this syllabus is the Affirmation Form that indicates you have read and understand all course policies. **After reading the syllabus thoroughly, please print the last page and follow the directions required for completion BY HAND (not digitally). To return the form to Instructor XXX: Upload a clear and legible scanned copy or photograph of the completed form via the assignment link in Blackboard (under the Course Information tab). This is due no later than 11:59pm on XXX, 20XX or you will be dropped from the course.**

D. Introduction: 10 points

At the start of the course, students will make an Introduction "post" to introduce themselves to classmates by recording a short video introduction on FlipGrid. **This FlipGrid code/access and**

detailed instructions will be in Week 1 Learning Module, under the Learning Modules tab for completion by the announced due date.

E. Co-Teaching Case Study: 25 points

After learning about inclusive models, like co-teaching, the instructor will provide a brief case study. Students will respond thoughtfully and reflectively to the case study to describe “ideal” parameters for effective co-teaching given the specific case; create a chart describing each of the different co-teaching models; then select a model and apply it to the specific case study to describe what instruction would look like between the general and special education dyad. This assignment may be completed independently, with a partner, or with a small group to be submitted in Blackboard. While working with a partner/group is not mandatory, it is strongly encouraged that students complete this assignment with peers to simulate the collaborative nature required in special education and with co-teaching. **Additional details for completion and scoring of your co-teaching case study will be provided within Blackboard, located under the Co-Teaching Case Study tab.**

F. Positive Partnerships - Home-School Communication Tool: 25 points

After learning about working with families in special education to build positive partnerships, students will develop a home-school communication tool. In presenting the home-school communication tool, students will describe opportunities for parent involvement in special education and the Individuals with Disabilities Education Act (IDEA) expectations for family participation; then include the tool they have developed accordingly for one of these essential purposes (i.e., communicating student progress; providing parent input ahead of IEP meetings; etc.). Students may select the format and style of their tool and are encouraged to consider incorporating apps, websites, software, and digital tools (i.e., Word, Power Point, Excel, Google Classroom, Remind, ClassDojo, Seesaw, etc.). Regardless of format, the home-school communication tool should be meaningful, creative, engaging, accessible, and use family-friendly language. **Additional details for completion and scoring of your instructional demonstrations will be provided within Blackboard, located under the Positive Partnerships - Home-School Communication Tool tab.**

G. Learning Theories Investigation: 25 points

After studying theories of learning that are influential in special education practice, students will complete a learning theories investigation. For the investigation, students will need to describe, compare, and contrast Behavioral, Cognitive, and Constructivist theories; then provide at least 2 examples of each theory in application, and state which High-Leverage Practice (HLP) the examples exemplify. **Additional details for completion and scoring of your instructional demonstrations will be provided within Blackboard, located under the Learning Theories Investigation tab.**

H. Instructional Demonstrations: 100 points (4 x 25 points)

After learning about strategies and techniques for assessment and instruction, students will develop four (4) instructional demonstrations for a target student or small group of students in your classroom (or if you are not currently in the classroom, for “make-believe” students). These instructional demonstrations will need to address a different skill area (Oral Language/Reading, Written Language, Math, Social-Emotional/Behavior, or Organization/Study Skills), reflect your learning in the course and align with *at least* one appropriate SC College and Career Ready Standard in your selected/current K-6 grade level of focus. Additionally, for *at least* one of your instructional demonstrations, you will need to demonstrate the appropriate use of instructional and/or assistive technology as part of the instruction. Each demonstration should be video recorded, and be *no more than 10-15 minutes* in length. **Additional details for completion and scoring of your instructional demonstrations will be provided within Blackboard, located under the Instructional Demonstrations tab.**

METHODS OF EVALUATION:

All written assignments will be evaluated using the following criteria: accuracy of content; grammar, spelling, and organization; adequacy and clarity of content; and timeliness.

Assignment/Activity	Points Value
Affirmation Form	5 points
Introduction	10 points
Co-Teaching Case Study	25 points
Positive Partnerships – Home-School Communication Tool	25 points
Learning Theories Investigation	25 points
Instructional Demonstrations	100 points
Total Points	190 points

Classroom Grading Scale:

The following grading scale will be used to determine the final grade for the course.

Alphabetic Grade	Score (Percentage)	Total Points	Descriptor	GPA
A	90-100%	171 - 190	Distinction	4.0
B+	87-89%	165 - 170		3.5
B	80-86%	152 - 164	Above Average	3.0
C+	77-79%	146 - 151		2.5
C	70-76%	133 - 145	Average	2.0
F	Below 70%	132 & below	Unsatisfactory (no credit)	0

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period a student will be dropped from the course.

Withdrawal without academic penalty will only be granted on or before the date indicated on the current FMU academic calendar. After that date, no withdrawals will be granted, and the student will receive the grade earned at the end of the term.

Incompletes are only issued on a very limited basis. A grade of "T" will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION:

Affirmation Form:

The last page of this syllabus is the Affirmation Form that indicates you have read and understand all course policies. After reading the syllabus thoroughly, please print the last page and follow the directions required for completion BY HAND (not digitally). To return the form to Instructor XXX. Upload a clear and legible scanned copy or photograph of the completed form via the assignment link in Blackboard. This is due no later than 11:59pm on XXX, 20XX or you will be dropped from the course.

Francis Marion School of Education Conceptual Framework

The School of Education prepares **competent** and **caring** teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff

School of Education Professional Dispositions Statement:

An important aspect of becoming a highly qualified educator is the demonstration of appropriate professional dispositions or behaviors. The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. These behaviors will be clearly identified and monitored throughout your educational program (particularly for those seeking professional licensure) in all courses and experiences. If your professor or your program committee recognizes a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students.

E-mail:

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays. Faculty are only expected to answer emails from 9-5 Monday-Friday.** Any inattentiveness on your part will not constitute an emergency on the part of the faculty member. Emails received after 5pm will not be answered until the next day; and emails received over the weekend will not be answered until the start of the work week.

Email to all faculty and learners in the department **must be addressed professionally with a proper salutation (Dr./Professor/Mr./Mrs./Ms./etc), complimentary closing, and signature that includes your FMU ID#.** When sending an email, please include a detailed (yet concise and relevant) **subject line** and be sure to **reference the course (EDUC ###)** in the message and sign the email with your name (especially if sending from your phone which may not include a signature line and FMU ID#). Also, be sure to use a professional tone, and check spelling/grammar – and remember that text message language is not appropriate. *For example:*

Subject: EDUC ### - Question about X

Body:

Dear Dr. XXX,

Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.

Thanks/Sincerely/Best/Etc.

Your First and Last Name

Your FMU ID #

If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

In addition, your FMU email address will be the primary means of contact for course related information; therefore, you **must** check your g.fmarion.edu email account regularly (i.e., daily). It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Guidelines for Faculty Appointments:

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Computer Use:

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

In addition, this is an online course designed to include asynchronous class sessions via weekly modules posted in Blackboard, therefore access to the Internet is needed. In addition, there will be important updates and information posted regularly in Blackboard under the Announcements tab, with notifications sent to your email. It is your responsibility to check Blackboard and your email for announcements and updates.

Technical Support:

In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available by phone at: (843) 661-1111 or in person (Stanton Academic Computer Center) during the Fall and Spring semesters: Monday – Friday, 8:00 a.m. to 5:00 p.m. Summer hours are: Monday – Thursday, 8:00 a.m. to 5:15 p.m.

LiveText:

If you are a degree seeking education student, you must purchase LiveText. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage, particularly the News and Announcements, on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on "Academics", then scrolling and choosing "School of Education". From the School of Education page, select "News and Announcements" from the menu on the left side of the page. You may also follow this link: [SOE News and Announcements](#)

Social Networking Policy:

Learners are encouraged to use their most professional judgment regarding internet social networking sites.

Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities:

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Academic Integrity:

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

In addition, your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a group assignment, the work you submit should be your own. Please refer to the "FMU Honor Code" section of the Student Handbook available at this link: [FMU Student Handbook](#) so that you are aware of the policy that will be followed in this course regarding academic conduct.

Students Requiring Learning Supports/Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in at least one of the following manners: verbally in class, on the announcement page of Blackboard, and/ or by email.

Additionally, any exemption to the academic information above will be determined on a case-by-case basis at the in

Department of Education
Student Affirmation Form

Name: _____

Semester: Fall 20XX Course: EDUC 712

After reading the syllabus thoroughly, please print this page. Write your initials by each point with which you agree, then sign and date the bottom by hand (not digitally). You must return this form to me by 11:59pm on XXX, 20XX or you WILL BE DROPPED from EDUC 529. To return the form: Upload a clear and legible scanned copy (use a physical scanner or scan-to-mobile device app) or take a photograph with your phone of the completed form via the assignment link in Blackboard. Please note that digitally signed or incorrectly completed forms will not be accepted as a valid course agreement.

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (Livetext, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature _____

Date: _____

Student Printed Name: _____

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School School of Education Date 8-6-2021

Course No. or Level EDUC 713 Title Practicum for Mild/Moderate Disabilities (K-6)

Semester hours 1 Clock hours: Lecture _____ Laboratory 1 (in K-6 classroom) _____

Prerequisites EDUC 702, 703, 761/Corequisite EDUC 712

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Michelle R. Murphy

Department Chairperson's/Dean's Signature Cush Ndon

Provost's Signature Peter King

Date of Implementation: Fall 2023

Date of School/Department approval: August 19, 2021

Catalog description:

This course provides field-based and practical experience with supported application of instructional approaches, strategies, and materials essential to teacher candidates addressing the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades K-6. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. Participants must be placed in a classroom

that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades K-6.

Purpose: 1. For Whom (generally?)

This course is designed for teacher candidates in the Multi-categorical Special Education Master's Program (M.A.T – Multi-categorical Special Education)

2. What should the course do for the student?

At the completion of this course, the learner will be able to:

- Demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with mild/moderate, high-incidence disabilities in an area classroom at the elementary school level.
- Explain the theoretical basis for modifications and adaptations undertaken.
- Demonstrate the ability to incorporate appropriate assistive technological supports to enhance students' reading and language achievement.
- Demonstrate the ability to monitor and assess the progress of students with mild/moderate, high-incidence disabilities.
- Demonstrate the ability to modify instructional approaches based on the analysis of the performance data obtained.
- Explain the rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).
- Demonstrate the ability to evaluate their instructional practices.
- Demonstrate the ability to evaluate instructional interventions for students with mild/moderate, high-incidence disabilities through meaningful pre-and post-assessments and collaboration with the classroom teacher.

Teaching method planned:

This is an online Blackboard Learning System enhanced course that includes field experience components enhanced by LiveText. Details for instructional activities and assignments will be posted and available within the FMU Blackboard environment – FMU Blackboard – and/or LiveText dashboard and Field Experience Module (FEM) – LiveText – for the course as specified.

Textbook and/or materials planned (including electronic/multimedia):

No Required texts – will reference texts used in co-requisite course, EDUC 712, listed below:

Boyle, J. & Scanlon, D. (2019). *Methods and Strategies for Teaching Students with High Incidence Disabilities*, (2nd ed.). Boston, MA: Cengage.
eTextbook Version - ISBN: 9780357701423; Hardcopy Textbook
Version - ISBN: 9781337566148

Prater, M.A. (2018). *Teaching Students with High-Incidence Disabilities*.
Thousand Oaks, CA: SAGE Publications, Inc. eTextbook Version -

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

This course will require of the candidate:

- **video/virtual observations and teaching reflections** of exemplary teachers, using instructor-approved/provided high-quality opportunities (such as a special series of High Leverage Practice/Evidence-Based Practice in Special Education videos, SIMSchool, ATLAS, etc.) and reflective guiding questions for at least 10 hours;
- a **field-based placement** in the public school setting, working collaboratively with a cooperating teacher certified to teach Special Education and students with mild/moderate, high-incidence disabilities for at least 30 hours, in order to **plan and provide instruction and assessment** directly an individual student or small group of students (2-3) at the elementary level (grades K-6) in a selected skill area(s) of documented need according to their Individualized Education Program and services – for example: Oral Language/Reading, Written Language, Math, Organization/Study skills, or Social-Emotional/Behavior);
- **reflection** based on self-evaluation of lessons and CT ratings of instruction **and systematic evaluation** of instructional effectiveness based on data from student progress and learning outcomes during and following a one-week instructional unit; and
- **collaboration and dialogue** within a professional learning community (for ex: your cooperating teacher and their colleagues in your field placement) in order to share ideas related to instructional assessment, planning and delivery; evidence of instructional effectiveness; as well as use of specific strategies or approaches, evidence-based and high-leverage practices, elements of explicit instruction and the rationale for selection and implementation of those that most appropriately and effectively address documented student needs.

*See proposed course syllabus



**Department of Education
Online Graduate Course**

Course Number: EDUC 713
Course Title: Practicum for Mild/Moderate Disabilities (K-6)
Credit Hours: 1
Semester and Year: Fall 20XX
Course/Term Dates: TBD

Meeting Location: Online - Course meetings for EDUC 713 are virtual and asynchronous, with all course content presented online via Blackboard. **Additional information specific to Practicum Placements, SLED checks, and Clinical Hours will be available via LiveText dashboard and in the Field Experience Module.**

Prerequisites: EDUC 702, 703, and 761
Corequisite: EDUC 712 - Methods for Mild/Moderate Disabilities (K-6)

Instructor: TBD
Phone/Voicemail: 843-661-XXX
E-mail: XXX@fmarion.edu
Office Location/Hours: CEMC XXX
 *Office Hours: TBD
 (Other availability by appointment only)

Course Description:

EDUC 713: This course provides field-based and practical experience with supported application of instructional approaches, strategies, and materials essential to teacher candidates addressing the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades K-6. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. Participants must be placed in a classroom that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades K-6.

Suggested Textbook(s):

Same as texts for EDUC 712 – Methods for Mild/Moderate Disabilities (K-6)

Learning Outcomes:

In addition upholding the SOE's Conceptual Framework, learning outcomes for this course are aligned with the Council for Exceptional Children's (CEC) K-12 Initial Professional Preparation Standards, High Leverage Practices (HLPs), South Carolina Teaching Standards (SCTS) 4.0/NIET, Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards in the following ways.

At the completion of this course, the learner will be able to:	Conceptual Framework Standards	CEC Standards	HLP #s	SCTS 4.0/NIET Domains (Indicators)	CAEP Standards	InTASC Standards
Demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with mild/moderate, high-incidence disabilities in an area classroom at the elementary school level.	I A; I B 1, 2, 3; II B	1.0 2.0 3.0 4.0 5.0	4, 5, 6, 7, 8, 9, 10, 11 - 21	Instruction (all); Planning (all); Environment (all)	1.1, 1.2, 1.4	1, 2, 3, 4, 5, 6, 7, 8
Explain the theoretical basis for modifications and adaptations undertaken.	I A	3.3 5.0	11 - 21	Instruction (all); Planning (all)	1.2, 1.4	4, 5, 7, 8
Demonstrate the ability to incorporate appropriate assistive technological supports to enhance students' reading and language achievement.	I A.; I B 3, 6; II B,C, D	3.0 5.3	11 - 21	Instruction (all); Planning (all)	1.2, 1.4	4, 5, 7, 8
Demonstrate the ability to monitor and assess the progress of students with mild/moderate, high-incidence disabilities.	I A; II B	4.0	4, 5, 6, 7	Instruction (Academic Feedback); Planning (all)	1.2, 1.4	6
Demonstrate the ability to modify instructional approaches based on the analysis of the performance data obtained.	I A; II B, D	3.3 4.2 5.0	4, 5, 6, 7, 11 - 21	Instruction (all); Planning (all)	1.2, 1.4	4, 5, 6, 7, 8
Explain the rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).	I A	1.2 4.2, 5.0, 5.1	4, 5, 6, 7, 11 - 21	Instruction (Teacher Knowledge of Students, Lesson Pacing and Structure, Activities and Materials, Questioning, Academic Feedback, Teacher Content Knowledge, Thinking, Problem Solving); Planning (all); Environment (all)	1.2, 1.4	1, 2, 6, 7, 8
Demonstrate the ability to evaluate their instructional practices.	I A; II B	6.0, 6.1		Professional (all)	1.5	9
Demonstrate the ability to evaluate instructional interventions for students with mild/moderate, high-incidence	I.A II B, D	4.1, 4.2, 4.3 6.0 7.1, 7.2	1, 2, 3, 4, 5, 6, 7	Planning (all); Professional (all)	1.4, 1.5	6, 9, 10

At the completion of this course, the learner will be able to:	Conceptual Framework Standards	CEC Standards	HLP #s	SCTS 4.0/NIET Domains (Indicators)	CAEP Standards	InTASC Standards
disabilities through meaningful pre-and post-assessments and collaboration with the classroom teacher.						

Teaching Strategies:

This is an online Blackboard Learning System enhanced course that includes field experience components enhanced by LiveText. Details for instructional activities and assignments will be posted and available within the FMU Blackboard environment – FMU Blackboard – and/or LiveText dashboard and Field Experience Module (FEM) – LiveText – for the course as specified.

Course Requirements for EDUC 713:

This course provides field-based and practical experience with supported application of age-appropriate teaching methods and strategies for an individual student or small group of students (2-3) with a mild/moderate, high-incidence disability (i.e., primary eligibility for special education and related services under Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]), at the elementary grade level (K-6).

This course will require of the candidate:

- **video/virtual observations and teaching reflections** of exemplary teachers, using instructor-approved/provided high-quality opportunities (such as a special series of High Leverage Practice/Evidence-Based Practice in Special Education videos, SIMSchool, ATLAS, etc.) and reflective guiding questions for at least 10 hours;
- a **field-based placement** in the public school setting, working collaboratively with a cooperating teacher certified to teach Special Education and students with mild/moderate, high-incidence disabilities for at least 30 hours, in order to **plan and provide instruction and assessment** directly an individual student or small group of students (2-3) at the elementary level (grades K-6) in a selected skill area(s) of documented need according to their Individualized Education Program and services – for example: Oral Language/Reading, Written Language, Math, Organization/Study skills, or Social-Emotional/Behavior);
- **reflection** based on self-evaluation of lessons and CT ratings of instruction **and systematic evaluation** of instructional effectiveness based on data from student progress and learning outcomes during and following a one-week instructional unit; and
- **collaboration and dialogue** within a professional learning community (for ex: your cooperating teacher and their colleagues in your field placement) in order to share ideas related to instructional assessment, planning and delivery; evidence of instructional effectiveness; as well as use of specific strategies or approaches, evidence-based and high-leverage practices, elements of explicit instruction and the rationale for selection and implementation of those that most appropriately and effectively address documented student needs.

Candidates must work under the direction of a cooperating teacher (CT) certified to teach Special Education (multi-categorical or in one or more of the specific mild/moderate, high-incidence categories). **All candidates must complete a SLED check and submit it along with a placement request form via LiveText by the deadline outlined in the Field Experience Placement Timeline in order to receive a placement for EDUC 746. (EVERYONE MUST COMPLETE THIS SLED CHECK/PLACEMENT REQUEST FORM).** This timeline can be found under “News and Announcements” on the SOE webpage as well as in the course page in Blackboard. **Please see also the Field Experience Guide posted in Blackboard.** Placements will be made by

the placement coordinator, and you will be notified via LiveText when this is complete – so be sure to check back often as you will need to notify your instructor when placement is confirmed. You should not try to find your own placement, the placements will be made between our placement coordinator and the school/district in which you are placed, and will notify everyone when this process is complete.

****Of the 40 hours required in field-placement for this course, 10 hours will be completed virtually through video observation/reflection, while the other 30 hours will be in the classroom with your CT, working directly with students. While you may complete additional hours in your placement if scheduling allows, you may not complete less as this is a STATE requirement for licensure/certification.****

Course Assignments for EDUC 713: Virtual Observation (10 hours)

Video/Virtual Observation and Teaching Reflection (5 x 10 points) – 50 points

For completion of 10 of the 40 required hours, candidates will watch five (5) videos/case studies to observe and learn virtually from exemplary teachers online using instructor-approved/provided high-quality opportunities (such as a special series of High Leverage Practice/Evidence-Based Practice in Special Education videos, SIMSchool, ATLAS, etc.). Students will respond to reflective questions designed to guide their observation. There will be information provided in Blackboard with links for video access as well as assignment links for you to submit your typed reflection responses after carefully watching the posted videos. **Additional details and information for this assignment will be provided within Blackboard, located under the Virtual Observation and Teaching Reflections tab.**

- **Clinical Time Sheet – 10 points (of 40 total):**

An electronic clinical time sheet will be housed in LiveText under the Field Experience Module (FEM). You will need to enter 2 hours “observing” in your time log on the date it is completed for each virtual observation/teaching reflection submitted. Additionally on the time log, you will need to type a note with that entry that includes “Virtual Observation/Teaching Reflection #X – with the video’s title (ex: Observation/Teaching Reflection # 1 – Early Elementary Story Parts Lesson). As your work is assessed, I will verify/approve the hours in LiveText on the time log accordingly. *This is the same time log you will enter your remaining 30 in-person/contact hours and have your CT verify electronically (see below).*

Field-Based Placement (30 hours):

Once placement is confirmed via LiveText, you will begin working with your CT to review with them your requirements for the course and develop a schedule or tentative plan for completing your remaining 30 hours *throughout the semester* in a way that best accommodates the needs of both the students and your cooperating teacher, and accounts for course due dates along with district and school calendars as well. This commitment is throughout the semester, so your schedule of completing 30 in-person/contact hours should span for the approximately 9 weeks remaining in the semester once placements are set (i.e., do not plan to simply attend 6 hours per day for 5 days as this will not allow you to meet all course requirement; rather, you should plan at least 3 hours per week on average, with the exception of the few weeks of your instructional unit which may be up to 5 hours a week – *see additional details below*). And, while you can complete more than 30 in-person/contact hours in your placement, you cannot complete any less. It is your responsibility to coordinate with your administrator/colleagues regarding any time you may be away from your own classroom duties, if needed.

- **Clinical Time Sheet - 30 points (of 40 total):**

On the electronic clinical time sheet housed in LiveText under the Field Experience Module (FEM) - *the same time log you enter your 10 virtual hours and have your instructor verify electronically* – you will need to enter hours as they are completed in-person *each day* and have your CT verify electronically at *least weekly*. At least 30 hours in-person/contact hours must be completed and verified by your CT. This **MUST** be completed/verified by the deadline within the Field Experience Placement Timeline.

Below is a *guide* for how your time could be used most effectively and productively during those 30 hours (in-person):

1) Observation (*approx. 5 hrs*) - Begin initially by observing the classroom, your CT, the students, and their interactions with one another as well as instructional tasks. You may spend approximately 10 of your 30 clinical hours simply observing and making notes.

- During observations, you might note/describe teaching, differentiation, accommodations/modifications, and/or classroom management strategies/techniques you observed your CT using that you plan to use.

2) Meeting with your CT (*approx. 5 hrs*) –You will also want to plan to spend some time in talking with your CT about planning, implementing, and reflecting on instruction and assessment. You should plan to meet with your CT at least 5 times during your placement (initially, before, during, and after your instructional unit at minimum) although you can certainly meet more if needed or time allows. You may decide to spend approximately 5 of your 30 clinical hours having discussions with your CT in order to get to know the students you will be working with, review their data and IEP goals, learn more about contextual factors, etc. You may also wish to talk with your CT about your observations and ask about any materials, strategies or approaches that you observed and would like to know more about or implement yourself, etc.

- During meetings, you might note/describe the focus of your discussion with your CT of instructional planning and assessment that supported your writing and implementation of the lesson/assessment(s) (for ex: IEP goal focus/target skill area, standards and objectives that align with the goal(s), teaching and assessment strategies, diversity of learners, accommodations/modifications for students relative to the lesson, classroom management, etc.)

3) Assessing, Planning, and Teaching a One-week Unit in selected skill area(s) (*approx. 15 hours*) - You will need to ***administer a CBM and a content specific pre-assessment; teach a one-week instructional unit, i.e. 5 days of connected instruction, with a lesson plan for each day, based on the needs of the selected student(s) and selected target skill focus area, for example to address IEP goals and appropriate SC College and Career Ready Standards in the area of Oral Language/Reading, Written Language, Math, Organization/Study skills, or Social-Emotional/Behavior; monitor progress; then administer the same CBM and content specific post-assessment. This will include planning and teaching, but also assessing - selecting a reliable/valid assessment measure (one specific CBM to use before, during, and after the unit) for pre/post baseline, and one content-specific pre/post assessment instrument.*** For the unit itself, you may decide to spend approximately 15 hours on assessing, planning, and teaching your unit as required over a few weeks, so this might for example be about 1 to 1.5 hours per day for those 3 weeks as follows:

- Selecting a CBM measure/Content-specific measure and creating 2 graphs (1 day)
- CBM baseline – administer, score, graph (3 days)
- Content specific pre-assessment (1 day)
- Instructional Unit – teaching and progress monitoring (1 week/5 days)
- Content specific post-assessment (1 day)
- CBM baseline – administer, score, graph (3 days)

- Reflection, Evaluation, and Making Recommendations for subsequent instruction (1 day)

Note that your lesson/assessment itself may not take 1-1.5 hours each day, but that you'd be there in the classroom and administer/score assessment(s), graph results, teach a lesson, reflect, adjust subsequent instruction/prepare for the next day's instruction/assessment, etc. in that window. Because service schedules are not always daily, if the 5 instructional days are not consecutive this is just fine, your instruction should not change or alter the schedule of your selected student(s) and/or CT but simply follow their usual instructional schedule as closely as possible. **Remember you are taking EDUC 712 as a co-requisite, so this one-week unit can include delivery of one or more of the lessons planned/demonstrated in EDUC 712 if appropriate. Be sure to pull back on instructional and assessment content from that course for application in this accompanying practicum.* In addition, ***both CBM pre/post baseline and content specific pre/post assessment scores will be compared with results of growth summarized in the SLO template, along with visual analysis of the graphed student progress data*** to determine the overall effectiveness of instruction.

Formative Work Sample for EDUC 713 - 140 points:

The SLO and 5 Lesson Plans together within one submitted document (via LiveText) will comprise your Formative Work Sample for the EDUC 713 Practicum.

- The FMU Student Learning Objective (SLO) Template will be used to describe the student(s) you taught, their strengths, weaknesses, and other essential contextual factors that may impact learning. You should target skill areas of need so that your *5 connected lessons* within the unit address the described student needs to address both appropriate IEP goals and SC College and Career Ready Standards. In addition, both a CBM and content specific assessment a pre and should be administered before and after the unit for measuring pre/post growth, and the CBM can also be administered more frequently, during the instructional unit, for progress monitoring. A summary of these assessment results should be included in the SLO template along with 2 graphs of student performance for visual analysis (one for CBM baseline growth, the other for content-specific growth).
- The FMU Graduate Lesson Plan template must be used to format each of your daily plans for the 1-week/5-day instructional unit. You will copy and paste in your 5 connected lesson plans, in sequential order, one after the other at the end of your SLO template. You can include thumbnails/photos of materials, worksheets, student work samples, etc. in the lesson materials section at the end of each corresponding lesson plan as appropriate.

Additional details and information essential to this assignment will be provided in Blackboard, located under the Formative Work Sample tab.

Lesson Plan Assignment - 30 points:

At the completion of lesson planning for your instructional unit, the candidate will select ***one*** written lesson plan they feel is their best of the 5 plans for the unit to submit via LiveText. The candidate will also self-rate for each indicator on the FMU Graduate LP Rubric and submit this reflection via Blackboard.

Additional details and information essential to this assignment will be provided in Blackboard, located under the Lesson Plan Assignment tab.

Classroom Observation Record (COR) - 30 points:

During the time you are teaching your one-week instructional unit you will need to ask your CT to complete a COR observation, using the COR Rubric and Summary Feedback Form, during one of your 5 instructional days. After completion of the observation, meet with your CT to discuss how things went, then submit the CT's completed Summary Feedback via LiveText. **It will be the candidates responsibility to provide the CT with a copy of the written lesson plan, the COR Rubric, and the COR Summary Feedback Form in order to complete the COR observation.* If the CT has any questions and/or is not familiar with this evaluation tool, be sure to let the instructor know so that she can provide

assistance as needed so that the evaluation provides valuable feedback on your level of proficiency with teaching/assessing as intended.

Additional details and information essential to this assignment will be provided in Blackboard, located under the Classroom Observation Record (COR) tab.

4) The remaining hours (*approx. 5 hours*) can be used to take part in professional activities and tasks within the classroom setting.

- For these remaining hours, be sure to keep a running list of the dates and the specific professional activities/tasks you participated in while in the classroom leading up to or following your two-week instructional unit/10 days of lessons.

Reflective Summary Post – 20 points:

Candidates will post a response to a reflective discussion prompt via Blackboard that requires them to ***summarize their observation and dialogue with their CT, professional activities/tasks, and experience in the classroom***; including perhaps “what worked”, “what didn’t work”, and “what might be done differently in subsequent lessons, or experiences”, etc.

Additional details for this assignment will be provided in Blackboard, located under the Discussion Boards tab.

CT Evaluation/Recommendation – 30 points:

An evaluation form will be provided to CTs electronically via LiveText’s Field Experience Module (FEM). Be sure to ask them to complete this electronically within the FEM towards the end of the term. This **MUST** be completed by the deadline within the Field Experience Placement Timeline. As this form is received in the FEM, your points earned will be recorded in Blackboard (no submission is required by you – just be sure that you can see this has been submitted by your CT in the FEM).

METHODS OF EVALUATION:

All written portions will be evaluated using the following criteria: accuracy of content; grammar, spelling, and organization; adequacy and clarity of content; and timeliness.

Assignment/Activity	Point Value
Clinical Time Sheet (with 40 total hours completed and verified by CT and instructor accordingly)	40 points
Video/Virtual Observation and Teaching Reflection (5 x 10 points)	50 points
Formative Work Sample <ul style="list-style-type: none"> • Completed SLO Template (All 8 sections x 10 pts) and 2 Graphs with pre/post data (10 pts) • Lesson plans for Two-week Instructional Unit (5 lessons x 10 pts) 	140 points
Lesson Plan Assignment (with Self-Evaluation using LP Rubric)	30 points
Classroom Observation Record (COR) by CT	30 points
Reflective Summary Post	20 points
CT Evaluation/Recommendation	30 points
Total Points	340 points

Classroom Grading Scale:

The following scale will be used to determine your final grade for the course.

Alphabetic Grade	Score (Percentage)	Total Points	Descriptor	GPA
A	90-100%	305 - 340	Distinction	4.0

B+	87-89%	295 - 304		3.5
B	80-86%	271 - 294	Above Average	3.0
C+	77-79%	261 - 270		2.5
C	70-76%	238 - 260	Average	2.0
F	Below 70%	237 & below	Unsatisfactory (no credit*)	0

* Please note the following exceptions to the grading scale above:

- A student with a passing grade who received a rating of “Not Recommended” from their Cooperating Teacher will not receive credit for the course and will therefore need to repeat the course.
- A minimum of 40 clinical hours are required in this course. A student who does not complete at least 40 clinical hours and/or clinical hours are not/cannot be verified by their Cooperating Teacher will not receive credit for the course and will therefore need to repeat the course – regardless of the course grade and CT recommendation rating as these clinical hours are state-level requirements for certification.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period a student will be dropped from the course.

Withdrawal without academic penalty will only be granted on or before the date indicated on the current FMU academic calendar. After that date, no withdrawals will be granted, and the student will receive the grade earned at the end of the term.

Incompletes are only issued on a very limited basis. A grade of “I” will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION:

Affirmation Form:

The last page of this syllabus is the Affirmation Form that indicates you have read and understand all course policies. After reading the syllabus thoroughly, please print the last page and follow the directions required for completion BY HAND (not digitally). To return the form to Instructor XXX: Upload a clear and legible scanned copy or photograph of the completed form via the assignment link in Blackboard. This is due no later than 11:59pm on XXX, 20XX or you will be dropped from the course.

Francis Marion School of Education Conceptual Framework

The School of Education prepares **competent** and **caring** teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess Professional Dispositions

- A. Exhibits professional attributes
- B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
- C. Upholds Ethical and Professional Standards
- D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
- E. Shows respect for colleagues, P -12 students, faculty and staff

School of Education Professional Dispositions Statement:

An important aspect of becoming a highly qualified educator is the demonstration of appropriate professional dispositions or behaviors. The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. These behaviors will be clearly identified and monitored throughout your educational program (particularly for those seeking professional licensure) in all courses and experiences. If your professor or your program committee recognizes a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students.

E-mail:

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays. Faculty are only expected to answer emails from 9-5 Monday-Friday.** Any inattentiveness on your part will not constitute an emergency on the part of the faculty member. Emails received after 5pm will not be answered until the next day; and emails received over the weekend will not be answered until the start of the work week.

Email to all faculty and learners in the department **must be addressed professionally with a proper salutation (Dr./Professor/Mr./Mrs./Ms./etc), complimentary closing, and signature that includes your FMU ID#.** When sending an email, please include a detailed (yet concise and relevant) **subject line** and be sure to **reference the course (EDUC ###)** in the message and sign the email with your name (especially if sending from your phone which may not include a signature line and FMU ID#). Also, be sure to use a professional tone, and check spelling/grammar – and remember that text message language is not appropriate. *For example:*

Subject: EDUC ### - Question about X

Body:

Dear Dr. XXX,

Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.

Thanks/Sincerely/Best/Etc.

Your First and Last Name

Your FMU ID #

If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

In addition, your FMU email address will be the primary means of contact for course related information; therefore, you **must** check your g.fmarion.edu email account regularly (i.e., daily). It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Guidelines for Faculty Appointments:

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Computer Use:

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

In addition, this is an online course designed to include asynchronous class sessions via weekly modules posted in Blackboard, therefore access to the Internet is needed. In addition, there will be important updates and information posted regularly in Blackboard under the Announcements tab, with notifications sent to your email. It is your responsibility to check Blackboard and your email for announcements and updates.

Technical Support:

In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available by phone at: (843) 661-1111 or in person (Stanton Academic Computer Center) during the Fall and Spring semesters: Monday – Friday, 8:00 a.m. to 5:00 p.m. Summer hours are: Monday – Thursday, 8:00 a.m. to 5:15 p.m.

LiveText:

If you are a degree seeking education student, you must purchase LiveText. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage, particularly the News and Announcements, on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on “Academics”, then scrolling and choosing “School of Education”. From the School of Education page, select “News and Announcements” from the menu on the left side of the page. You may also follow this link: [SOE News and Announcements](#)

Social Networking Policy:

Learners are encouraged to use their most professional judgment regarding internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities:

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and

for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Academic Integrity:

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

In addition, your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a group assignment, the work you submit should be your own. Please refer to the "FMU Honor Code" section of the Student Handbook available at this link: [FMU Student Handbook](#) so that you are aware of the policy that will be followed in this course regarding academic conduct.

Students Requiring Learning Supports/Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in at least one of the following manners: verbally in class, on the announcement page of Blackboard, and/ or by email.

Additionally, any exemption to the academic information above will be determined on a case-by-case basis at the instructor's discretion.

FRANCIS MARION UNIVERSITY
Department of Education
Student Affirmation Form

Name: _____

Semester: Fall 20XX Course: EDUC 713

After reading the syllabus thoroughly, please print this page. Write your initials by each point with which you agree, then sign and date the bottom by hand (not digitally). You must return this form to me by 11:59pm on XXX, 20XX or you WILL BE DROPPED from EDUC 529. To return the form: Upload a clear and legible scanned copy (use a physical scanner or scan-to-mobile device app) or take a photograph with your phone of the completed form via the assignment link in Blackboard. Please note that digitally signed or incorrectly completed forms will not be accepted as a valid course agreement.

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the current edition *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the current edition of the *Department of Education Graduate Student Handbook* (Livetext, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature _____

Date: _____

Student Printed Name: _____

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC Date 08/03/2021

Course No. or Level 718 Title Methods for Mild/Moderate Disabilities (Grs. 7-12)

Semester hours 3 Clock hours: Lecture ☒ Laboratory ☐

Prerequisites None Co-requisite: EDUC 719

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Karen M. Fries

Department Chairperson's/Dean's Signature Cudi Nixon

Provost's Signature Peter King

Date of Implementation Fall 2022

Date of School/Department approval: August 19, 2021

Catalog description:

- Purpose:
- For Whom (generally?)** This course is for students in one of our graduate programs, Master of Arts in Teaching – Multi-Categorical, who need to become familiar with methods and strategies to teach 7-12 students with mild/moderate disabilities. This course is part of an initial certification program in the special education area of Multi-Categorical (Mild/Moderate) disabilities and must be taken concurrently with the practicum course, EDUC 719.
 - What should the course do for the student?** The course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for students with mild/moderate disabilities. This course is focused on instructional

approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching method planned: As this graduate course is designed for working professionals (most course members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, one cumulative examination, reflections, and both individual and small group projects. Students can work at their preferred pace while adhering to posted deadlines.

Textbook and/or materials planned (including electronic/multimedia):

Conderman, G., Hedin, L., & Bresnahan, V. (2013). *Strategy instruction for middle and secondary students with mild disabilities: Creating independent learners*. Thousand Oaks, CA: Corwin.

Will also include selected chapters from Dieker, L.A. & Hines, R.A. (2014). *Strategies for teaching content effectively in the inclusive secondary classroom*. Boston, MA: Pearson.

Will also include select modules from the IRIS center: <https://iris.peabody.vanderbilt.edu/module/tran/> and the CEEDAR center, (e.g.): <https://cedar.education.ufl.edu/cems/inclusive-education/>

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Course syllabus is attached.

When completed, forward to the Office of the Provost.



EDUC 718:
Methods for Teaching Students with Mild/Moderate Disabilities
(grades 7-12)
Spring 20XX

Instructor: Dr. Karen M. Fries

Office: 216 CEMC

Phone/Voicemail: (843) 661-1438

Office Hours: By appointment (virtual)

E-mail: kfries@fmarion.edu (This is the best way to reach me)

Meeting times and meeting Location: Online; work at your preferred pace but make sure to adhere to posted deadlines

Course Description

The course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for students with mild/moderate disabilities. This course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

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Prerequisite/Corequisite:

Prerequisite – None

Co-requisite - EDUC 719

Textbook:

(Required) Conderman, G., Hedin, L., & Bresnahan, V. (2013). *Strategy instruction for middle and secondary students with mild disabilities: Creating independent learners*. Thousand Oaks, CA: Corwin.

(Posted on-line) Will also include selected chapters from Dieker, L.A. & Hines, R.A. (2014). *Strategies for teaching content effectively in the inclusive secondary classroom*. Boston, MA: Pearson.

Francis Marion University Conceptual Framework**The School of Education prepares competent and caring teachers.**

- I. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 1. The ability to plan instruction
 2. The ability to apply skills and knowledge in a clinical setting
 3. The ability to cause learning in P -12 students
 4. The ability to assess learning and learners
 5. The ability to work with children of poverty
 6. The ability to use technology
- II. Caring teachers:
Exhibit Professional Dispositions
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Course Objectives - Upon completion of this course:

Objective	Conceptual Framework Standards	CEC Standards	CAEP Standards
Students will demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with learning disabilities in an area classroom at the elementary school level.	I A, II B,	1, 2, 3, 5	1a. 1b 1c
Students will explain the theoretical basis for modifications and adaptations undertaken.	I A	3, 5	1a.
Students will demonstrate the ability to incorporate appropriate assistive technological supports to enhance students' reading and language achievement.	I A., II, B,C, D	3, 5	1a. 1b. 1c 1d

Students will demonstrate the ability to monitor and assess the progress of students with learning disabilities.	I A, II B	4	1d.
Students will demonstrate the ability modify instructional approaches based on the analysis of the performance data obtained.	I A, II B, D	3, 4, 5	1b. 1d
Students will explain the rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).	I A	1, 4, 5	1d.
Students will demonstrate the ability to evaluate their instructional practices.	I A, II B	6	1c. 1d.
Students will demonstrate the ability to evaluate instructional interventions for students with learning disabilities through meaningful pre-and post-assessments and collaboration with the classroom teacher.	I.A II, B, D	4, 6, 7	1a 1b 1c 1d

Course Activities:

- Intro Flip Grid Post (Individual)
- IRIS module (Individual, partner, or small group, your choice)
- CEEDAR module (Individual, partner, or small group)
- Learner Accommodations and Modifications in the Classroom (Flip Grid - Individual, partner, or small group)
- Complete a minimum of five (5) Chapter Application Activities (CAA) across textbook (Individual, partner, or small group)
 - Present one Chapter Application Activity via discussion board
 - Response to CAA (Individual, no choice; Disc. board)
- Case study summary (Individual, partner, or small group)
- Websites/Apps Review to benefit learners with mild/moderate disabilities (Individual, partner, or small group)
- Final Exam (Individual, no choice)

Intro Flip Grid Post (5 points)

You will post an introductory Flip Grid post containing the following information:

1. Your name
2. Your current occupation/job
3. What you hope to do upon completion of your degree/coursework (e.g., teach elementary special ed.; teach high school study skills/resource, etc.)
4. Your past experiences with individuals with mild/moderate disabilities

IRIS Module – Assessment Questions (20 points)

This will take the form of an individual, partner, or small group assignment. You will access a choice of two IRIS modules online (<https://iris.peabody.vanderbilt.edu/>) and submit answers to the Assessment questions found in the module. To make it easier for you, the assessment questions are in a word document under the Assignments tab on BB, which is also where you will access the module. You can just type your answers into the word doc and submit that under the assignment tab.

Work through CEEDAR module and submit guided notes (15 points)

This will take the form of an individual, partner, or small group assignment. You will work through a choice of two CEEDAR modules and submit the corresponding guided notes. You can access the modules here <https://ceedar.education.ufl.edu/> or under the Assignments tab on BlackBoard as a link under the "CEEDAR module" folder. You will find the guided notes (your actual assignment) as a word document under the same folder.

Learner Accommodations and Instructional Modifications in the Classroom for Students with Mild/Moderate Disabilities (10 points)

This will take the form of an individual, partner, or small group assignment. You will read the document on BB that goes along with an IRIS module (one of your two choices of modules above). You will summarize the chart of accommodations and modifications to support students with the learning problems discussed in the chart, (e.g., Inattention/Distractibility, Organization, Following Directions, Memory/Recall, and Understanding/Comprehension), to become familiar with possible accommodations and modifications to ensure learning takes place for your future students. You will make a Flip Grid post to summarize at least four of the accommodations/modifications and share how you are using/have used/or could use with students who struggle in the content area of your choice.

Chapter Application Activities – 10 points each, 50 points total)

This will take the form of an individual, partner, or small group assignment. You (and your partner/small group) will complete a minimum of five (5) Chapter Application Activities (CAA) from across the textbook. There are a wide variety of CAAs throughout the textbook, each with different requirements. You (and your partner/small group) will choose the five CAA to complete by the given due dates.

Chapter Application Activity Presentation – 15 points

You (and your partner/small group) will choose an additional CAA (not the five you completed above) and present one (1) CAA to your peers. You will upload a YouTube link to Blackboard. A sample will be provided via a video clip. If it is an activity that requires "children," you can teach the CAA to your children, your friends' children, your friends, your dogs, your stuffed animals, someone else in the class, etc. You don't actually need children/people to "teach" the lessons to. If you are taking EDUC 719, you may ask your CT if you can teach/present the CAA to one/some of your practicum students so you can practice teaching to real people. The purpose is to get you familiar with how to implement some of the strategies included in the CAA throughout the textbook.

CAA Response (5 points) – Discussion Board

This will take the form of an individual assignment. You will read ONE of your classmates' posts watching how they implemented the CAA to their "students." Do you agree with how they used the CAA? Can you think of any other ways to use the CAA for students with mild/moderate disabilities? Have you seen that particular CAA used in a classroom before, etc.?

Case study summary – 10 points

You will read from a choice of two case studies and submit the answers to the questions at the end of the case study. The case studies will provide you with real-world examples of how to instruct students with mild/moderate disabilities. You may choose to work with a partner or small group.

Websites/Apps Review (20 points)

This will take the form of an individual, partner, or small group assignment. As technology continues to have an ever-growing presence in the classroom, you must become knowledgeable about various educationally sound educational websites and/or apps as they could benefit the learning of students with mild/moderate disabilities. Therefore, over the course of the semester you will be expected to become familiar with and examine currently existing websites and/or apps. You will need to find and describe five (5) different educationally relevant websites and/or apps (4 points for each one) to evaluate following the rubric for this assignment to determine their usability in a special education classroom or general education classroom to benefit the learning of students with mild/moderate disabilities. This will be due at the end of the semester.

Final exam – 20 points

You will complete one cumulative final exam via BlackBoard. This will take place at the end of the semester.

KEY DUE DATES

Week 2 – Affirmation page and Flip Grid Post due
Week 3 – IRIS module due
Week 4 - CEEDAR module due
Week 5 – Learner Accommodations and Modifications Flip Grid post due
Weeks 6, 7, 8, 9, 10 – CAA activities due
Week 12 - CAA presentation due
Week 13 – CAA Response due (discussion board)
Week 14 - Case Study due
Week 15- Websites/Apps assignment Due
Final exam due

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	153-170	Distinction
B+	85%- 89%	144-152	
B	80% - 84%	136-143	Above Average
C+	75% - 79%	127-135	
C	70% - 74%	119-126	Average
F	Below 70 %	118.9 and below	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Intro Flip Grid Post	5 points
IRIS Module	20 points
CEEDAR module	15 points
Learner Accommodations and Modifications (FG)	10 points
CAA activities (5 @ 10 pts each)	50 points
CAA presentation	15 points
CAA Response	5 points (discussion board)
Case Study Summary	10 points
Websites/Apps Review	20 points
Final exam	20 points
Total Points	170 points

Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
 - You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
 - You are responsible for ALL material covered/discussed in each folder as well as any meetings via Blackboard Collaborate and everything related to the course.
 - It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be posted on the Discussion Board in Blackboard. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

Submitting Assignments, Projects, Papers

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, **all written work will be graded for correct use of Standard Written English**.
- Make sure you keep up with your grades.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will

be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION

Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. You can find this under the "Content" tab on BB. **You must submit this form as an assignment into BlackBoard by the end of Week 2 or you will be dropped from this course.**

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

Live Text

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and/or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 718 COURSE SCHEDULE – Spring 20XX (tentative)

WEEK

TOPICS and Assignments Due

- 1.
2. **Affirmation Form Due AND Intro Flip Grid post Due**
3. **IRIS Module Due**
4. **CEEDAR Module Due**
5. **Learner Accommodations/Modifications FG post Due**
6. **CAA Activity Due**
7. **CAA Activity Due**
8. **CAA Activity Due**
9. **CAA Activity Due**
10. **CAA Activity Due**
- 11.
12. **CAA presentation Due (YouTube link posted to disc. board)**
13. **CAA Response Due (discussion board)**
14. **Case Study Summary due**
15. **Websites/Apps Review AND
Final exam due**

FRANCIS MARION UNIVERSITY

Department of Education

Student Affirmation Form must be returned by the end of Week 2!! (You will submit as an assignment in BB)

Name: _____

Semester: Spring 20XX

Course: EDUC 718

____ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 70% in order to pass the course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will sign only my own papers and other documents and will not sign any other student's or cooperating teacher's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (Live text, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature/initials: _____

Date: _____

Student Printed (Typed) Name: _____

varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. Participants must be placed in a classroom that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades 7-12.

Teaching method planned: As this graduate course is designed for working professionals (most course members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, and final reflections. Students can work at their preferred pace while adhering to posted deadlines and following the school calendar.

Textbook and/or materials planned (including electronic/multimedia):

Same textbook as EDUC 718: Conderman, G., Hedin, L., & Bresnahan, V. (2013). *Strategy instruction for middle and secondary students with mild disabilities: Creating independent learners*. Thousand Oaks, CA: Corwin.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Course syllabus is attached.



**EDUC 719 PRACTICUM:
Methods for Teaching Students with Mild/Moderate Disabilities
(Grs. 7-12)
Spring 20XX**

Instructor: Dr. Karen M. Fries

Office: 216 CEMC

Phone/Voicemail: (843) 661-1438

Office Hours: By appointment (virtual)

E-mail: kfries@fmarion.edu (This is the best way to reach me)

Meeting times and meeting Location: Online; work at your preferred pace but make sure to adhere to posted deadlines

Course Description

This practicum course provides field-based and practical experience with supported application of instructional approaches, strategies, and materials essential to teacher candidates addressing the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards. This course requires the completion of a minimum of ~~40 hours~~ in a South Carolina public school setting. Participants must be placed in a classroom that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades 7-12.

Teaching methods planned: As this graduate course is designed for working professionals (most course members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, and final reflections. Students can work at their preferred pace while adhering to posted deadlines and following the school calendar.

Prerequisite/Corequisite:

Prerequisite – None

Co-requisite EDUC 718

Textbook and/or materials planned (including electronic/multimedia):

Same textbook as **EDUC 718**: Conderman, G., Hedin, L., & Bresnahan, V. (2013).
*Strategy instruction for middle and secondary students with mild disabilities:
Creating independent learners*. Thousand Oaks, CA: Corwin.

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 - 5. The ability to work with children of poverty
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- II. Caring teachers:
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 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Course Objectives - Upon completion of this course:

Objective	Conceptual Framework Standards	CEC Standards	CAEP Standards
Students will demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with learning disabilities in an area classroom at the elementary school level.	I A, II B,	1, 2, 3, 5	1a. 1b 1c
Students will explain the theoretical basis for modifications and adaptations undertaken.	I A	3, 5	1a.
Students will demonstrate the ability to incorporate appropriate assistive technological supports to enhance	I A., II, B,C, D	3, 5	1a. 1b. 1c 1d

students' reading and language achievement.			
Students will demonstrate the ability to monitor and assess the progress of students with learning disabilities.	I A, II B	4	1d.
Students will demonstrate the ability modify instructional approaches based on the analysis of the performance data obtained.	I A, II B, D	3, 4, 5	1b. 1d
Students will explain the rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).	I A	1, 4, 5	1d.
Students will demonstrate the ability to evaluate their instructional practices.	I A, II B	6	1c. 1d.
Students will demonstrate the ability to evaluate instructional interventions for students with learning disabilities through meaningful pre-and post-assessments and collaboration with the classroom teacher.	I A II, B, D	4, 6, 7	1a 1b 1c 1d

Formative Work Sample Activities (70 points total):

The course has three components: (1) working in a public-school setting, grades 7-12, to assist a small group of (ideally) 2-5 students identified under IDEA as having mild/moderate disabilities (also known as lesson planning and teaching); (2) accommodations for students with mild/moderate disabilities; and (3) sharing the knowledge and insights gained with other students and engaging in collaborative problem-solving. **All students MUST complete a SLED check before placement in the practicum setting. If you completed a SLED check for the Fall 20XX semester, you will NOT need a new one. (As long as you have one dated anytime since the first day of the fall 20XX semester, you are fine).**

Component 1: Working in a Public School Setting (30 points)

Placements will vary with the extent to which graduate students will have ready access, during school hours, to classrooms with students who have learning disabilities in the area of mathematics. Ideally, there will be 2-5 students in a group and you must choose a different setting from where you completed your EDUC 713 practicum. You must request a placement in grades 7-12, working with students with mild/moderate disabilities. This is a STATE requirement and CANNOT be altered. Candidates must work under the direction of a cooperating teacher certified to teach learning disabilities. You will submit a placement request form in LiveText, for placement by the SoE. **You are NOT to find your own placement for 719; although you may list your first few choices. The actual placement will take place between the SoE (Mrs. Cason) and the school where you are placed.**

Providing direct assistance within the classroom setting (AKA, lesson planning and teaching)

Working in the classroom, resource room, or other appropriate setting, graduate students will provide direct academic assistance to 2-5 students identified with mild/moderate disabilities.

This

commitment will entail at least two hours per week, but not more than six hours per week, of "contact time" during a 15-week semester, on a schedule that accommodates the needs of both the student and the cooperating teacher. The graduate student may not work more than a 90-120 minute block/day with students. **Not following this directive may result in a grade of F for**

this course. Per the state, you are required to complete 30 hours in a setting different from where you completed your EDUC 713 practicum.

You will need to teach at least five lessons/strategies to your students. This semester, what you teach is the CT's choice, **BUT** you will need to incorporate strategies from the textbook into your lessons. The CT might have you teach a new lesson from their curriculum, a remediation lesson, scripted lessons from one of your textbooks, etc. This is completely up to them as to what they would like you to teach. This semester is also different in that you will not write lesson plans for the lessons you teach. You will, however, need to submit ONE video of you teaching ONE lesson/strategy to your students. You must incorporate at least one strategy from your textbook into each lesson/strategy instruction you provide to your students. You will be graded on your time sheet (you must have 40 hours – 5 points), a dispositions rubric completed by your CT (they will watch you teach one of your lessons and include that in their rubric – 10 points), and a dispositions rubric completed by me – 5 points. As I will not watch you teach a lesson live, just via video, I will take that into consideration as I complete the rest of the rubric (e.g., do you display professional and timely communication with me throughout the semester, do you submit assignments on time, etc.).

Under this category, you will also complete an Application Exercise (10 points) from the Archer and Hughes textbook "Explicit Instruction." You do not need the textbook, as I will post what you need on BB, so do not buy the book if you don't have it. You will review an existing lesson plan and identify specific key components of the plan to enhance your lesson planning skills for future placements/jobs.

Component 2: Accommodations for students with mild/moderate disabilities (30 points)

Accommodations for students with mild/moderate disabilities (20 points)

You will work through an IRIS module about accommodations for students with mild/moderate disabilities and submit the answers to the Assessment questions as your assignment. This will take the form of an individual, partner, or small group assignment.

<https://iris.peabody.vanderbilt.edu/>

Accommodations for students with mild/moderate disabilities, Applying your knowledge (10 points)

For the second part of the IRIS module assignment, you will read the information brief titled "20 ways to adapt the science lab," select two of the presented ideas, and provide specific examples of how you could use the ideas in your future classroom. This will take the form of an individual, partner, or small group assignment.

<https://www.paulakluth.com/readings/differentiating-instruction/20-ways-to-adapt-the-science-lab/>

Component 3: Sharing and Collaborative Problem-Solving (10 points)

Sharing and collaborating with colleagues will take place using the **discussion board** on Blackboard. Candidates will share their experience by describing one teaching strategy used during the practicum in which they adapted an activity or assessment, learning strategy, and/or provided the use of technological supports. This can be a strategy either you used or one you

saw your CT use. In addition, all graduate candidates will be expected to offer comments and suggestions to at least one other submission through the Discussion Board on Blackboard.
(7 points for your post, 3 points for response, total 10 points)

KEY DUE DATES

Week 2 - Affirmation page due
 Week 4 - Application Exercise due
 Week 7 - IRIS module assessment questions due
 Week 9 - Applying Your Knowledge assignment due
 Week 11 - Post one strategy to discussion board
 Week 12 - Response to one strategy posted by 11:59 p.m.
 Week 14 - CT dispositions rubric due into LIVETEXT!!!
 Week 15 - Time sheet due into LIVETEXT and ONE video submitted to instructor

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three components listed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	63-70	Distinction
B+	85%- 89%	59-62.9	
B	80% - 84%	56-58.9	Above Average
C+	75% - 79%	52-55.9	
C	70% - 74%	49-51.9	Average
F	Below 70 %	48.9 and below	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Application Assignment	10 points
IRIS Module	Assessment questions – 20 points
IRIS Module – Part 2	Applying your knowledge – 10 points
Sharing and Collaborating on Blackboard	One strategy posted to discussion board (7 points) Response to at least one other submission (3 points) Total - 10 points
CT completion of dispositions rubric	10 points
Completed Time Sheet with 40 hours documented and signed by CT	5 points

Professor completion of dispositions rubric	5 points
Total Points	70 points

Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
 - You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
 - You are responsible for ALL material covered/discussed in each folder as well as any meetings via Blackboard Collaborate and everything related to the course.
 - **It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.**
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be posted on the Discussion Board in Blackboard. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

Submitting Assignments, Projects, Papers

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, **all written work will be graded for correct use of Standard Written English.**
- Make sure you keep up with your grades.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION

Affirmation Form - The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. **You must submit this as an assignment into BlackBoard by the end of Week 2 or you will be dropped from this course.**

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks> Appendix 1

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

Live Text

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

FRANCIS MARION UNIVERSITY**Department of Education****Student Affirmation Form, *Must be signed by the student***

Name: _____

Semester: Spring 20XX

Course: EDUC 719

____ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

____ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a

70% in order to pass the course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will sign only my own papers and other documents and will not sign any other student's or cooperating teacher's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (Live text, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature/Initials: _____ Date: _____

Student Printed Name: _____

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: School of Education Date: August 14, 2021

Course No. or Level: 772 Title: MAT Multi-Categorical: Clinical Experience

Semester hours: 6 Clock hours: Lecture _____ Laboratory: XX

Prerequisites: All graduate coursework must be completed.

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Cindi Nixon

Department Chairperson's/Dean's Signature Cindi Nixon

Provost's Signature Pete King

Date of Implementation: Fall 2023

Date of School/Department approval: August 19, 2021

Catalog description: The internship is a planned sequence of experiences in the Multi-Categorical Special Education program. It is conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. During internship the student must demonstrate the competencies identified for the mild/moderate teaching field in an appropriate K-12 grade level setting. Supervised, field-based experiences in observation, instruction and administration of programs for students who have special needs. In addition, the student participates in 2-3 seminars scheduled throughout the semester.

Purpose:

1. For Whom: This course is developed for the students in the MAT Multi-Categorical Special Education program. EDUC 772 is a full semester of their clinical teaching experience. Students will also be involved in a seminar series throughout the semester.

2.. What should the course do for the student? This is the final course that students will complete prior to graduation. This course serves as the culmination of their course work and will demonstrate that they possess the pedagogy skills and knowledge to be a certified teacher.

Teaching method planned: Directed student teaching experience, students will attend 5 days of classes at the beginning of the semester and then be placed in a public school classroom. Student interns will be supervised by the public school mentor and a FMU supervisor.

Textbook and/or materials planned (including electronic/multimedia):
No textbook is required

Course Content:

Student Interns will employ content knowledge, pedagogical content knowledge and skills and professional dispositions in classroom setting under the mentorship and direction of a university supervisor and mentor teacher. Course content includes the demonstration of effective teaching (instruction & planning); classroom management, demonstration of content knowledge and issues regarding ethical and professional behavior. Student interns will submit daily lesson plans and complete the Student Learning Objective. Students will be observed using the state-approved NIET classroom observation form. The students will follow the ADEPT guidelines as outlined by the S.C. Department of Education.

EDUC 772 (6 graduate credit hours)

MAT- Multi-Categorical: Clinical Experience

Instructor: TBD
Office: School of Education
Phone/Voicemail:
Office Hours:
E-mail:

Meeting Time & Location

FMU campus: Online and Face-to-Face

Assigned public school setting: Time determined by school setting, depending on each teacher candidate's school schedule

Course Description

This course is a supervised clinical experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have mild-moderate disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

Prerequisites: All Praxis exams must be passed and all graduate coursework completed. All students must be cleared by the S.C. Department of Education to student teach in a public school setting.

Conceptual Framework

The School of Education prepares *competent* and *caring* teachers. The graduate level educator will demonstrate *teacher competencies* as measured by the following items listed in I & II. The graduate level educator will demonstrate attributes of a *caring teacher* through the Professional Disposition Assessment Form in five major areas listed in item II. You will be evaluated in this course using this disposition form.

- I. Competent teachers possess the
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 - 1. Ability to plan instruction
 - 2. Ability to apply skills and knowledge in a clinical setting
 - 3. Ability to cause learning in P-12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty
 - 6. Ability to use technology
- II. Caring teachers
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards

- D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
- E. Show respect for colleagues, P -12 students, faculty and staff

Course Content

The Clinical Experience will have duration consistent with the published requirements of the State of South Carolina for initial licensure. The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The teacher candidate will demonstrate knowledge of state curriculum standards via the teacher candidate work sample (SLO) submitted in LiveText.

The goal of course is to generate, collect, organize, and present evidence that

	CEC Competencies
Knowledge: The teacher candidate will understand....	
1. Differential characteristics of individuals with exceptionality, including levels of severity and multiple exceptionality	CEC 1
2. Effects an exceptional condition(s) may have on an individuals' life	CEC 2
3. The impact of mild-moderate disabilities on auditory skills, including perception, memory, and comprehension	CEC 1
4. Differing learning styles of individuals with learning needs and how to adapt teaching to these	CEC 1
Skills: The teacher candidate will....	
1. Choose and administer assessment instruments appropriately for individuals with mild-moderate disabilities	CEC 4
2. Create and maintain records, systematically and efficiently, while maintaining confidentiality	CEC 6
3. Use a variety of assessment procedures, integrating formal and informal measures	CEC 4
4. Interpret information from formal and informal assessment instruments and procedures.	CEC 4
5. Report assessment results to individuals with exceptional needs, parents, administrators, and other professionals using appropriate communication skills.	CEC 7
6. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CEC 2
7. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning needs.	CEC 5
8. Evaluate the results of instruction.	CEC 5
9. Use effective instructional strategies for basic skills, including reading, listening, writing, reporting, and computing	CEC 5
10. Use skills to enhance thinking processes.	CEC 5
11. Use research-supported instructional strategies and practice for teaching individuals with mild/moderate disabilities.	CEC 3
12. Modify speed of presentation and use of organization cues.	CEC 5
13. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with mild-moderate disabilities.	CEC 5
14. Interpret and use assessment data for instructional planning.	CEC 4
15. Prepare appropriate lesson plans that meet individual needs.	CEC 3

- | | |
|---|-------|
| 16. Select, adapt, and use instructional strategies and material according to characteristics of learner. | CEC 5 |
| 17. Sequence, implement, and evaluate individual learning objectives. | CEC 5 |
| 18. Use instructional time properly. | CEC 5 |
| 19. Establish and maintain rapport with learners. | CEC 1 |
| 20. Use verbal and nonverbal communication techniques. | CEC 3 |
| 21. Conduct self-evaluation of instruction. | CEC 6 |
| 22. Prepare and organize materials to implement daily lesson plans, and cohesive larger units of instruction. | CEC 5 |
| 23. Incorporate evaluation, planning and management procedures that match learner needs with the instructional environment. | CEC 3 |
| 24. Supervise and coordinate the work of paraprofessionals, classroom volunteers, and/or tutors. | CEC 7 |

Course Evaluation

Your performance in this course will be evaluated formatively through records of conferences between you and your cooperating teacher (CT), and the formal observations conducted by your university supervisor and CT. You will be expected to:

- Develop a conferencing schedule that is workable for your Cooperating Teacher, and summarize the feedback you are receiving on the forms provided. These forms will be shared with your university supervisor.
- Arrange for appropriate ADEPT observations by qualified teachers and administrators in your school setting.
- Be observed by your university supervisor on at least four occasions (2-4 COR, 2-ADEPT) in which you are functioning in an instructional role appropriate for educators working with students who have mild/moderate disabilities.
- Meet with your university supervisor after each observation to discuss strengths, problems, and strategies for making improvements.
- Actively participate in parent-teacher conferences, including IEP and transition planning sessions, as appropriate in your instructional setting.
- Clearly identify problem areas and provide clear evidence that you are systematically working to correct deficiencies and are making appropriate progress in doing so.

Your performance in the course will be assessed summatively through the examination of your Student Learning Objective Project (SLO), and the consensus ADEPT evaluation in which you provide evidence to substantiate that you have developed the required CEC & state curriculum standards competencies. Your submissions, which reflect CEC & state curriculum standards, should include the following areas:

- Planning and management of instruction and the instructional environment (i.e. Lesson Plan/Observation);
- Delivery of instruction and rapport with students (Observation);
- Adaptations and modifications that support student learning, success and independence in a variety of settings (Lesson Plan/Observation);
- Record keeping and data-based decision-making system (IEP);
- Professional and ethical behavior in working with colleagues, parents, other professionals, and students (CT evaluation/IEP team member evaluation if appropriate).

The Student Learning Objective (SLO) and ADEPT observations will be evaluated, using rubrics and scoring criteria that indicate how well you have provided appropriate supportive evidence for each competency area, and how clearly and professionally you have presented it. Supportive evidence will

include both artifacts (e.g., lesson plans, student products and performance records, lessons captured on video in conjunction with critiques by yourself and others), and reflective statements indicating *how* the artifact(s) presented demonstrate your competence with respect to the CEC & state curriculum standards.

Your Cooperating Teacher and your university supervisor, jointly, will make the determination of whether you have demonstrated the competencies expected, at a level that would warrant certification. Those evaluations will be made on the basis of the progress made to date in meeting the specified standards, and in addressing areas of weakness or concern, in particular.

Benchmarks and Timelines:

The following benchmarks will be your guidelines to insure that you are making satisfactory progress throughout the internship experience once you are in the public school setting:

First week of classes	<ul style="list-style-type: none"> • Class sessions 9:00 to 3:30 on-campus 212 CEMC or Zoom, depending on distance. These classes are required! • Meet/contact with FMU Supervisor to establish supervision schedules, times for conferences, and contact (e.g., phone and e-mail) information.
1 st Friday of classes	<ul style="list-style-type: none"> • Meet with Cooperating Teacher (CT) to establish timelines, supervision schedules, expectations, and arrange for conference schedule. • Systematically review all records on students with whom you will be working. • Determine potential options for the SLO and first week of lesson plans
Week 1	<ul style="list-style-type: none"> • Submit 1st week lesson plans for evaluation. • Follow calendar and Livetext for specific dates
Week 2	<ul style="list-style-type: none"> • Arrange for observation by your CT (1st COR). Lesson plan provided in advance. • Review progress toward SLO completion. Your general organizational structure should be in place, along with a listing of the kinds of artifacts you have been (and will be) collecting as evidence of your proficiency. Set targets and timelines.
Week 3	<ul style="list-style-type: none"> • Arrange for observation by your FMU Supervisor (1st COR). The supervisor will review your records of conferences with your CT to insure that communication is clear (CT Weekly Summary Form). Lesson Plan provided in advance! • SLO (Feedback only) due via Live Text
Week 4	<ul style="list-style-type: none"> • Arrange for observation by your FMU Supervisor and CT (1st ADEPT). Progress in meeting ADEPT expectations will be assessed. This observation should take place Week 5 or 6. • Schedule a zoom meeting with FMU supervisor to review your lesson plan for the ADEPT. • Email your ADEPT lesson plan to your FMU Supervisor and CT at least 2 days in advance of the observation.
Week 5	<ul style="list-style-type: none"> • Submit a lesson plan from the SLO for evaluation. Upload in BB for grading. • ADEPT Observation with your FMU Supervisor and CT. Meet following your observation with your FMU supervisor to discuss progress in meeting ADEPT expectations and results of the mid-term evaluation.

	<ul style="list-style-type: none"> • Review progress toward work sample completion, using targets and timelines established. • Complete the reflection required and upload on BB.
Week 6	<ul style="list-style-type: none"> • Collect and organize any records of your conference sessions with your CT, and identify areas of strength and areas in need of improvement. Indicate what steps are being taken to improve areas of weakness and the extent to which progress has been made. • Make final corrections, improvements, etc. in preparation for submission of your student learning objective.
Week 7	<ul style="list-style-type: none"> • Arrange for observations by your FMU Supervisor (2nd COR) and CT (2nd COR). The supervisor will review your records of conferences with your CT to ensure that communication is clear (Weekly Summary sheets).
Week 8	<ul style="list-style-type: none"> • Arrange for observation by your FMU Supervisor (3rd COR, if necessary). The supervisor will review your records of conferences with your CT. • SLO (Feedback Only) due via Live Text.
Week 9	<ul style="list-style-type: none"> • Arrange for observation by your FMU Supervisor and CT (2nd ADEPT). Submit lesson plan by email at least two days prior to your final ADEPT. • Make necessary corrections, improvements, etc. in preparation for final submission of your SLO.
Week 10	<ul style="list-style-type: none"> • Submit 3rd lesson plan for evaluation. • Final SLO due via Live Text.
Week 11	<ul style="list-style-type: none"> • Remind CT to evaluate your professionalism (e.g., IEP meetings, staffing conferences, meetings with parents, collaborative relationships with classroom teachers, and other professionals) via Form H & Appendix H. • Remind CT & administration to complete FMU paperwork. • Meet with FMU Supervisor. • Complete your confidential evaluation of the student teaching experience.
Week 12	<ul style="list-style-type: none"> • Meet with FMU Supervisor if needed • Complete your evaluations of the CT and FMU Supervisor.