

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	Business	Education	<input checked="" type="checkbox"/>
Proposal Submitted By: Jennifer Walker		Date Prepared: 10/28/19		
Course Title: Supporting Students with Disabilities in the General Curriculum				
Department/discipline and course number*:		EDSE 439		
Prerequisite: EDSE 434; Corequisite: EDSE 450				

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? If no, provide a credit hour justification.	YES	<input checked="" type="checkbox"/>	NO
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES

Date of first offering of this new course: FALL SEMESTER, year		Fall 2023	
Proposed frequency of offering of the course:		Once a year	
Proposed enrollment limit for the course:		25	
List the faculty who will likely teach the course:		Jennifer Walker	
Are ANY new resources required?		NO	<input checked="" type="checkbox"/> YES
<i>Document in attached impact statement</i>			

**The earliest the course may be offered is the fall semester of the academic year FOLLOWING the year in which the course proposal is approved.

This new course will be (check all that apply):				
Required in the major		Required in the minor		General Elective
Elective in the major		Elective in the minor		General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (suggested length – less than 50 words):	
Prerequisite: EDSE 434. Corequisite: EDSE 450. This course prepares students to work with K-12 students with disabilities who are accessing the general curriculum across the K-12 grade levels. Topics include legal and regulatory requirements in special education, instructional planning, individualized education planning, assessment and evaluation, collaboration, and co-teaching.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES		NO	<input checked="" type="checkbox"/>
Course Number and Title of Previous Course		Semester Offered	Enrollment		
<p>CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).</p> <p>NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.</p>					

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval*: Date: 11/23/19

CCC Chair Approval: _____

Maria P. Shuchala

Date: 11/23/19

***COB and COE proposals approved by the Associate Dean. BEFORE consideration by the UCC, the proposal must be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal "status history" at the UCC web site.**

Rationale Statement:

In 2018, a change in Virginia state regulations allowed for a Bachelor's degree in education. Additionally, the state has released an updated set of regulations for teacher licensure programs [Elementary](#), [Secondary/PK-12](#), along with content-specific [regs such as 290, 310, etc.](#) While some institutions in Virginia (Longwood is one example) have offered an undergraduate path to licensure--this may have been a major in Interdisciplinary Studies, followed by a full-time internship, but no Master's degree--UMW has most recently offered a Master's in Education that can be completed in five years and that leads to licensure.

A representative group of faculty and administrators from the College of Education met over the summer of 2018 to discuss the feasibility of and potential need for adjusting our programs. We concluded that we would like to propose a path to licensure in four years, and during the course of this academic year (2018-19), we have sought the input and involvement of all COE faculty in this process.

Special Education

UMW once had a four-year program that was similar to the one COE is proposing. Students completed a major in their content area and took COE courses as an undergraduate, and then returned to complete their full-time internship (often referred to as "student teaching") for one semester, which led to licensure. The Master's degree was added as a requirement for new students in 2012-13. A major component of the 5th-year courses has been conducting research on teaching practices. The full-time internship also comprises a large portion of the credits for the Master's degree.

Although it would be permissible under the new state regulations, faculty determined that because recruitment continues to be challenging in the field of special education and enrollment numbers would not support a major at this time. Therefore, students would continue to earn an undergraduate degree with a major in their content area, along with a program in COE (not a Master's) that would lead to licensure.

This course focuses on the understanding of legal and regulatory requirements of the special education eligibility process and the individual education plan for students with disabilities, particularly for high-incidence disabilities, who are accessing the general curriculum across the K-12 grade levels. This course is an advanced methods course to be taken in a four-year pathway to teacher licensure in Special Education-General Curriculum. The competencies addressed in this course fulfill mandated requirements for professional learning set forth by VaDOE 8VAC20-543-500-Special Education-General Curriculum-K-12. Instructional hours in individualized education program development and implementation are required and mandate the following topic coverage:

(2) Individualized education program development and implementation. Knowledge of the eligibility process and legal and regulatory requirements of IEP development, including timelines, components, team composition, and roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques such as task analysis, observation, portfolio assessment, and other curriculum based measures; to make decisions about student progress, instructional program, goal development, accommodations, placement, and teaching methodology, and transition services for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and develop an individualized education program (IEP) that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.

(4) a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include: Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams; procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs; understanding the roles and responsibilities of each member of the collaborative team; and knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment including training, managing, and monitoring paraprofessionals; involvement of families in the education of their children with disabilities.

Impact Statement:

The impact of adding this course will be minimal. Some current courses will no longer be taught when we move to the four-year programs, and we already have faculty teaching this course each semester at the graduate level. No additional

requirements are needed in terms of other offices or staff.

EDSE 439: Supporting Students with Disabilities in the General Curriculum

Semester Year
Class Days/Times
Class Location

Instructor:

Office:

Office Hours:

Email:

Phone:

Mission The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well prepared to meet 21st century challenges.

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:

- are grounded in a strong liberal arts curriculum.
- emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
- enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

Conceptual Framework The College of Education faculty at the University of Mary Washington continually strives to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The five components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands that are interwoven throughout our programs.



Course Description

Prerequisite: EDSE 434; This course focuses on the understanding of legal and regulatory requirements of the special education eligibility process and the individual education plan for students with disabilities who are accessing the general curriculum across the K-12 grade levels. This course allows the prospective teacher to use assessments, evaluations, and additional student information to develop and implement individual education planning and group instruction, within a collaborative framework. Topics include educational needs of students with disabilities who are accessing the general curriculum, instructional planning, individualized education planning, assessment and evaluation techniques, collaboration, and co-teaching.

Course Objectives

Students will understand:	Students will know:	Students will do:
<p>U1 Collaboration in special education requires skills and knowledge of consultation, case management, and co-teaching with an emphasis on culturally responsive practices and partnership development.</p> <p>U2 The eligibility process and legal and regulatory requirements of individual education plan development require timelines, components, team composition, and roles and responsibilities.</p> <p>U3 Assessments, evaluations, and additional student information must be used to develop and implement individual education planning and group instruction with students with disabilities who are accessing the general curriculum across the K-12 grade levels.</p>	<p>K1 The legal and regulatory requirements of the special education eligibility process.</p> <p>K2 The legal and regulatory requirements of the individual education plan development and progress monitoring.</p> <p>K3 The components of an individual education plan and how components are related to assessment and instruction.</p> <p>K4 The differences between consultation and co-teaching.</p> <p>K5 The models of co-teaching, including strengths, weaknesses, and best fit as it relates to content and instruction.</p> <p>K6 How to develop partnerships with home, school personnel, and the community to support students with disabilities who are accessing the general education curriculum across the K-12 grade levels.</p>	<p>D1 Apply knowledge of assessment and evaluation through the K-12 grade levels to construct, use, and interpret a variety of standardized and non-standardized data collection techniques.</p> <p>D2 Use data to make decisions about student progress, instructional programming, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing general education curriculum.</p> <p>D3 Develop individual education planning and group instruction using assessments, evaluations, and additional student information for students with disabilities who are accessing general education curriculum.</p> <p>D4 Describe the roles and responsibilities of consultation, case management, and co-teaching models, to include a focus on cultural responsiveness and effective communication skills.</p>

Core Readings and Resources

Bryant, D.P., Bryant, B.R., & Smith, D.D. (2016). *Teaching students with special needs in inclusive classrooms*. Thousand Oaks, CA: Sage Publications.

Winterman, K.G., & Rosas, C.E. (2014). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*. Baltimore, MD: Brooks Publishing,

Virginia Department of Education Individualized Education Program Guidance:

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/iep/

United States Department of Education: A Guide to Individualized Education Program:

<https://www2.ed.gov/parents/needs/speced/iepguide/index.html>

IRIS module on UDL <http://iris.peabody.vanderbilt.edu/module/udl/>

TTAC Real Co-teachers of Virginia – Elementary and Secondary: <https://ttaonline.org/Online-Training/MLbTE3FyBnHqoY94Q5Clorcc6JjehSh2/Online-Training-real-co-teachers-of-virginia--elementary> and https://ttaonline.org/Online-Training/MLbTE3FyBnEe7Gh-Rcu3kOu-JE18V_HS/Online-Training-real-co-teachers-of-virginia---middle--high

Course Policies

Class Attendance and Participation: <insert expectations here>

Assignment Guidelines: <insert expectations here>

Late Assignments: <insert expectations here>

Resubmitting Work: <insert expectations here>

Technology Use: <insert expectations here>

Communication: <insert expectations here>

Assignments

***Individualized Education Program (30% of final grade)

For this assignment, you will use a case study and VDOE's Individualized Education Program document to complete an IEP. You can find the case study and all of the VDOE information on Canvas and through the links embedded on Canvas. If you currently work in a school: While your school district has their own IEP forms, for this assignment **you will use the VDOE IEP** template for simplicity purposes.

Please note:

- ✓ VDOE provides guidance on all IEP sections. You can also use your book or powerpoints presented in this course for reference. Should you have any questions, please ask me. This is especially important for anyone who has never written an IEP before.
- ✓ You do not need to complete all sections of the VDOE IEP (e.g. Medicaid, transition planning, etc.). I have highlighted the sections of the IEP you need to complete. You will be given the entire IEP so you can see how an IEP looks and is formatted, but **you are only required to complete the highlighted**

sections. However, you will still need to read the IEP in its entirety to understand what is required for the highlighted sections.

Follow the rubric for expectations.

After your IEP is complete, answer the following reflection questions (You may do this at the bottom of the IEP or on a separate document you submit with your assignment):

1. What are the strengths and weaknesses of your IEP?
2. What are the strengths and weaknesses with the IEP process?
3. What other reflections do you have about IEPs and the IEP process in general?

***Progress Monitoring Project (30% of final grade)

Instruction that uses progress monitoring is vital in multi-tiered systems of support and individualized education programs. Curriculum based measures are most appropriate for learning tasks which lend themselves to successive improvement in accuracy and rate (reading fluency, arithmetic computation, recall of factual information, etc.). Such skills can continue to improve and are composed of discrete behaviors that can be scored binomially (correct or incorrect) and must be executed automatically. This allows you to consider the student's proficiency in terms of "hits" or "misses" within a certain time period.

In teaching certain skills to students, such measures provide important feedback in the planning of instruction and can also serve as a motivator to the student as he is able to clearly view his progress.

Your task is to complete a progress monitoring/ curriculum-based measurement project including at least 5-8 instructional sessions and five probes or assessments. The following are the steps in the completion of the project:

1. Analyze the curriculum and IEPs of your students to determine appropriate content and skills. You may have a student who needs to learn sight words, letter sounds, or improve reading fluency. Multiplication facts, identification of coin values, or other math skills are also appropriate. Be sure that your student will not be able to reach a ceiling easily. If you add rate into the criterion, then continuous progress is usually possible. Do not set up a series of discrete criterions referenced tests that could be administered independent of each other and without reference to each other.
2. Formulate a measureable, observable, definable goal. What does the person have to do to show that they know the skill, and how well and how fast do they have to be able to do it?
3. Develop appropriate assessment procedures (probes). A clear objective leads directly to a logical probe. Look back at your objective. What do you want the student to do? In what format? How well? How fast?
4. Obtain baseline data – at least 3 points indicating a stable baseline (no more than 50% variation)
5. Conduct instruction and collect assessment data (5-8 lessons of ten to fifteen minutes in duration are sufficient for this exercise). You will need in addition to data indicating a stable baseline, data from 5 instructional probes. That
6. Prepare a paper summarizing your experience. Include:
 - a. Reason for assessment in this area
 - b. Goal and justification for this goal
 - c. Description of assessment procedures
 - d. Baseline data
 - e. Instructional procedures
 - f. Results of probes during assessment (graph with description – include the baseline data on the graph)
 - g. Any modifications in instruction made as a result of the probes
 - h. Reflection – what you learned, what you would do differently, how useful you found the procedure for instructional purposes

Participation (10% of final grade)

Evidence-based practices presentation (20% of final grade)

Co-teaching lesson planning (10% of final grade)

***Key Program Assignments

Grading Scale

A	94-100
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	68-69
D	60-67
F	59 and below

Resources

The Office of Disability Resources:

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Phone is 540-654-1266.

Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. **While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

Resources

Confidential Resources

Tiffany W. Oldfield, J.D.
Title IX Coordinator
Office of Title IX
Fairfax House
540-654-5656
toldfiel@umw.edu

On-Campus
Talley Center for Counselling Services –
Lee Hall 106

Student Health Center
Lee Hall 112

Myranda Thomson
Title IX Deputy for Students
Area Coordinator
540-654-1184
mthomson@umw.edu

Off-Campus
Empowerhouse
540-373-9373

RCASA
540-371-1666

Policy on Recording Class and Distribution of Course Materials:

Any audio or visual recording by students of class meetings, lectures, discussion, or other class activities is allowed only with the express permission of the instructor or under terms and conditions as approved by UMW's Office of Disability Resources, which will be communicated to the instructor before any recording occurs. The results of a recording may only be used for personal use, unless the instructor authorizes use by other students in the course. Recordings and course materials may not be reproduced or exchanged or distributed. This ban on distribution includes materials provided for online or hybrid courses.

The Writing Center:

All writers benefit from additional feedback on written work. I highly encourage you to make use of The Writing Center's services at least once this semester (either face-to-face or online). The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, and research projects.

<http://academics.umw.edu/writing-fredericksburg/>

Plagiarism:

As a condition of taking this course, any assignment that the instructor, in good faith, suspects is in whole or in part plagiarized may be subject to submission electronically for textual similarity review for the detection of plagiarism. **Proper APA citations must be included where appropriate.**

University Emergency Information:

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard.

540/654-2424 (hotline)

<http://www.umw.edu/advisories/default.php>

Course Schedule (Sample)

Date	Class Focus Questions	Readings	Assignments Due
Week 1	Course Introduction, Progress monitoring introduction and case selection	Read and review syllabus PRIOR to attending class Check Canvas for additional readings	
Week 2	MTSS: Data-based decision making; Response to Intervention	Read What is the Achievement Discrepancy Model Read Identifying Learning Disabilities with RtI Read Smart RTI: A Next-Generation Approach to Multilevel Presentation	Progress Monitoring Project Planning DUE
Week 3	MTSS: Data-based decision making; Curriculum-based measurement, evidence-based practices.	Read Demystifying the Data-based Decision Making Read Bryant, Bryant, & Smith Ch. 8 and p.212-224	Progress Monitoring Goals DUE
Week 4	Eligibility Process: Legal and regulatory requirements	IEP Process Ch. 1	Progress Monitoring Project Measurement Tool DUE
Week 5	Eligibility Process: Timelines, Components, Team Composition, Roles & Responsibilities	Read Bryant, Bryant, & Smith pg. 25-38, 220-253	
Week 6	Eligibility Process: Cultural responsive practices, case management, consultation	IEP Process Ch. 2	
Week 7	Child characteristics, environmental variables, task demands, executive functioning	Read Executive Functioning Issues at: https://www.understood.org/en/learning-disabilities/executive-functioning-issues/understanding-executive-functioning-issues#item0 Watch video on Executive Functioning https://www.youtube.com/watch?v=z9c8-KMIK0s	
Week 8	IEP Process: Legal and regulatory requirements	Read Writing the IEP Overview Read 6 Tips for a Successful IEP Read Individualized Education Programs: Legal Requirements and Research Findings	
Week 9	IEP Process: Writing present level of performance	IEP Process Ch. 3	IEP Cover DUE
Week 10	IEP Process: Writing behavioral goals and objectives, task analysis	IEP Process Ch. 4 & 5	Progress Monitoring Project Data Analysis DUE
Week 11	IEP Process: Accommodations and/ or modification, assistive technology, continuum of placement/ LRE	Read Accommodations and Modifications Guide Listen to CAP on Accommodations and Modifications https://vimeo.com/73576320 IEP Process Ch. 7 & 8	IEP Present Level DUE

Week 12	IEP Process: Standards based IEPs, data collection for instructional planning, evidence-based practices	Read Evidence Based Special Education Read Special Educators Guide to EBP Review EBP Research Document IEP Process Ch. 6	Progress Monitoring Project Reflections DUE IEP Goals DUE
Week 13	Direct instruction, strategy instruction, lesson planning for students in the general curriculum, UDL	Read "UDL and the Instructional Process," "UDL Identifying Barriers," "UDL Guidelines," and "UDL Info Sheet" Complete IRIS module on UDL http://iris.peabody.vanderbilt.edu/module/udl/	
Week 14	Lesson planning: IEP goals, progress updating, Co-teaching	Read Bryant, Bryant, & Smith Ch. 5	Evidence-based practices Presentations DUE
Week 15	Co-teaching models and application	VDOE TTAC Co-teaching Initiative	Co-teaching assignment DUE
Finals Week	Course Wrap Up	IEPs, Co-teaching, Evaluation	Final IEP DUE

Content and Pedagogical Knowledge

InTASC Category		Assignment
The Learner and Learning	Learner Development <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>	Progress Monitoring Project Individualized Education Plan Co-teaching lesson planning
	Learning Differences <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	Progress Monitoring Project Individualized Education Plan Evidence-based practices presentation Co-teaching lesson planning
	Learning Environments <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>	Individualized Education Plan Evidence-based practices presentation Co-teaching lesson planning
Content	Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>	Progress Monitoring Project Individualized Education Plan Evidence-based practices presentation Co-teaching lesson planning
	Application of Content <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>	Individualized Education Plan Co-teaching lesson planning
Instructional Practice	Assessment <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i>	Progress Monitoring Project Individualized Education Plan Evidence-based practices presentation Co-teaching lesson planning
	Planning for Instruction <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-</i>	Progress Monitoring Project Individualized Education Plan Evidence-based practices presentation Co-teaching lesson planning

	<p><i>disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i></p>	
	<p>Instructional Strategies <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p>	<p>Progress Monitoring Project Individualized Education Plan Evidence-based practices presentation Co-teaching lesson planning</p>
Professional Responsibility	<p>Professional Learning and Ethical Practice <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i></p>	<p>Progress Monitoring Project Individualized Education Plan Co-teaching lesson planning</p>
	<p>Leadership and Collaboration <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i></p>	<p>Progress Monitoring Project Individualized Education Plan Co-teaching lesson planning</p>