June 4, 2018

MEMORANDUM

TO: Jennifer King Rice
   Dean, College of Education

   Steve Fetter
   Associate Provost and Dean of the Graduate School

FROM: Elizabeth Beise
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Post-Baccalaureate Certificate of Professional Studies in Special Education for General Education Teachers in Inclusive Classrooms (PCC Log No. 17082)

On June 4, 2018, Chancellor Caret gave final approval to your proposal to offer a new iteration of the Post-Baccalaureate Certificate of Professional Studies with a focus in Special Education for General Education Teachers in Inclusive Classrooms. A copy of the approved proposal is attached.

This new Professional Studies program is effective Fall 2018. Please ensure that the program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: Dylan Roby, Chair, Senate PCC Committee
    Barbara Gill, Office of Enrollment Management
    Reka Montfort, University Senate
    Huifang Pan, Division of Information Technology
    Pam Phillips, Institutional Research, Planning & Assessment
    Jason Speck, University Archives
    Linda Yokoi, Office of the Registrar
    Ryan Long, Graduate School
    Maggie McLaughlin, College of Education
    Dennis Kivlighan, Department of Counseling, Higher Education, and Special Education
June 4, 2018

Dr. Wallace Loh
President
University of Maryland College Park
Main Administration Building
College Park, MD 20742

Dear Wallace,

Thank you for forwarding the request of the University of Maryland College Park for final approval of a new iteration of the existing Post-Baccalaureate Certificate of Professional Studies award program. I understand that the focus of this new iteration is Special Education for General Education Teachers in Inclusive Classrooms and the program has been endorsed by the appropriate faculty and administrative committees.

I am pleased to approve this action. I have confidence that the program will meet with much success.

Sincerely yours,

Robert L. Caret
Chancellor

cc: Mary Ann Rankin, Senior Vice President and Provost
Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
University of Maryland PCC  
Program/Curriculum/Unit Proposal

Program: Post-Baccalaureate Certificate in Professional Studies: Special Education for General Education Teachers in Inclusive Classrooms  
Department/Unit: Counseling, Higher Education, and Special Education (CHSE)  
College/School: College of Education  
Proposal Contact Person (with email): Dr. Philip Burke, pjburke@umd.edu

**Type of Action (check one):**
- Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)
- Curriculum change is for an LEP Program
- Rename a program or formal Area of Concentration
- Establish/Discontinue a formal Area of Concentration
- Other:

- Establish a new academic degree/certificate program
- Create an online version of an existing program
- Establish a new minor
- Suspend/Discontinue a degree/certificate program
- Establish a new Master or Certificate of Professional Studies program
- New Professional Studies program will be administered by Office of Extended Studies

*Italics indicate that the proposal must be presented to the full University Senate for consideration.*

**Approval Signatures - Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).**

1. Department Committee Chair  
   [Signature]  
   [Date]  

2. Department Chair  
   [Signature]  
   [Date]  

3. College/School PCC Chair  
   [Signature]  
   [Date]  

4. Dean  
   [Signature]  
   [Date]  

5. Dean of the Graduate School (if required)  
   [Signature]  
   [Date]  

6. Chair, Senate PCC  
   [Signature]  
   [Date]  

7. University Senate Chair (if required)  
   [Signature]  
   [Date]  

8. Senior Vice President and Provost  
   [Signature]  
   [Date]  

**Instructions:**
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

**Summary of Proposed Action (use additional sheet if necessary):**
This new and innovative Post-Baccalaureate Certificate in Professional Studies: Special Education for General Education Teachers in Inclusive Classrooms, responds to a need in the state of Maryland by equipping general education teachers with effective interventions for working with students with disabilities in inclusive classrooms. Cohort participants will complete 5 graduate classes in one year. Participants will be equipped with the most up to date knowledge and skills to effectively meet the needs of students with disabilities. Courses are all regular graduate classes currently offered by the Special Education Program. The classes will be converted into an online delivery format for this Certificate.

**Unit Code(s) (to be entered by the Office of Academic Planning and Programs):**

1. 012031001310601 
   EDUC-Counseling, Higher Education and Special Education (Primary)
2. 012024001240101 GRAD-Graduate School
Post-Baccalaureate Certificate in Professional Studies:  
Special Education Skills for General Education Teachers in Inclusive Classrooms  
( Elementary/Middle School) (15 credits)

Date of Proposal:  Fall, 2017  
Start Term for New Program:  Fall, 2018

Purpose and Need

1. Describe the program and explain why the institution should offer it.

The Department of Counseling, Higher Education, and Special Education (CHSE) proposes to offer a new and innovative Post-Baccalaureate Certificate in Professional Studies: Special Education for General Education Teachers in Inclusive Classrooms. This Certificate responds to a need in the state of Maryland by equipping general education teachers with effective interventions for working with students with disabilities in general education inclusive classrooms. The Individuals with Disabilities Education Act (IDEA), requires that students with disabilities be educated in the least restrictive environment with their non-disabled peers. Under the law: "Each State must establish procedures to assure that, to the maximum extent appropriate, children with disabilities ... are educated with children who are not disabled, and that special education, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. 1412(5)(B). This Certificate will equip general education teachers and staff with the necessary evidence-based instructional strategies, effective behavioral interventions, as well as knowledge regarding the requirements of the IDEA law in order to understand and meet the needs of students with disabilities in the general education inclusive classrooms.

We expect the participants in this program will be teachers who already hold a general education Maryland state teacher's license. Having this broader set of skills to work with students with disabilities, would equip participants to better serve all students in their schools. The curriculum includes essential information in the field of special education, and will equip participants with strategies and interventions to address the academic and behavioral needs of students with disabilities who are in inclusive classrooms. Scholars will complete five (5) graduate classes for this certificate (15
The courses are: EDSP 600 Issues and Trends in Educating Individuals with Disabilities, EDSP 606 Advanced Study of Inclusive Practices in the Schools, EDSP 613 Behavior and Classroom Management in Special Education, EDSP 615 Evaluation and Measurement of Exceptional Children and Youth, EDSP 652 Curriculum & Instruction in Elementary/Middle School. All of these are approved graduate classes which are regularly taught in the Special Education Program. Because this Certificate is designed for working professionals, the classes will be offered online and consecutively, one in each academic session; such that classes for the first cohort would run Fall/Winter/Spring/Summer I/ Summer II; for a total of five classes/15 graduate credits.

2. Provide evidence of student interest and indicate the size of the program at steady state.

It is expected that this online PBC will average 20 participants once it becomes self-supporting. We believe this number will continue to grow. As an entirely online offering, this PBC is expected to draw educators from across the state of Maryland. We are planning to advertise widely for this program through contacts with school systems throughout Maryland. The content of this certificate program is an area of great need and professional interest to many general education teachers. Knowledge in the area of special education has long been recognized as a need among US school systems and especially important for general education teachers teaching in inclusive classrooms in Maryland as well as the nation.

The Special Education Program conducted a survey to ascertain potential student interest in this PBC. The response was overwhelmingly positive. During both the summer and fall semesters of 2017, we sent a survey to a group of exemplary teachers who serve as mentor coaches for our students during practical placements in the schools, including student teaching. These teachers work in 4 of the closest school systems to the University of Maryland, (Anne Arundel, Howard, Montgomery, and Prince Georges County Public Schools). The response was overwhelmingly positive to the proposed PBC. For example, the response to the question: “Do you see a need for teachers in your school system to have more training related to teaching students with disabilities?” The response was a 100% “Yes”. Similarly, the survey question: “Would the content (of the certificate program) be of interest to you and/or your colleagues?” Again, all responses were a 100% positive “Yes.” The surveyed teachers (39) were 100% positive that the content of this PBC would benefit and interest current educators. We believe this to be true.
Characteristics of the Proposed Program

3. Provide a full catalog description of the proposed program.

Certificate in Professional Studies: Special Education for General Education Teachers in Inclusive Classrooms, (Elementary/Middle School) (15 graduate credits)

This online Professional Studies Certificate: Special Education for the General Educator is designed to equip general educators with knowledge and skills to meet the needs of students with disabilities in inclusive classroom settings. General education teachers and staff will gain evidence-based instructional strategies, effective behavioral interventions, as well as knowledge regarding the requirements of the Individuals with Disabilities Education Act (IDEA) in order to meet the needs of students with disabilities in inclusive classrooms.

This Graduate Certificate in Special Education provides 5 consecutive online courses for the working professional. Participants will complete 15 graduate credits (5 classes of 3 graduate credits each) as offered by the Department of Counseling, Higher Education, and Special Education. These classes are all currently offered within the Department and will be offered in an online format for this program.

4. List the educational objectives of the program.

The overall educational objective of this Certificate is to equip general education teachers with the knowledge and skills to effectively address the needs of students with disabilities in inclusive classrooms. Specific learning objectives for each of the 5 classes in the program are available in the course syllabi in Appendix B. The following is an outline of the Graduate Certificate with the related objectives in correspondence to each class.

1. **EDSP 600: Issues and Trends in Educating Individuals with Disabilities (3 credits)**
   - Orientation to the field
   - Legal and policy issues in Special Education
   - Historical foundations for educating individuals with disabilities
   - Contemporary issues that impact the delivery of services to individuals with disabilities in public schools, postsecondary education, and the community.
2. **EDSP 652 Curriculum & Instruction in Elementary/Middle School (3 credits)**
   - Introduction to evidence based practices used with elementary students with high incidence disabilities.
   - Instructional strategies, accommodations, modifications, and teaching models, for use in the inclusive classroom with children with high incidence disabilities.
   - Maryland College and Career Readiness Standards, and Maryland Individual Education Plans.
   - MSDE and CEC expectations and requirements for licensure.

3. **EDSP 606 Advanced Study of Inclusive Practices in the Schools (3 credits)**
   - To gain an understanding of the elements of inclusion and the features of inclusive schools
   - To examine the philosophical beliefs and legal foundations of inclusive education
   - To gain an understanding of the key components necessary for effective collaboration and co-teaching
   - To gain knowledge of specific strategies for managing an inclusive classroom including differentiating instruction, using Positive Behavior Support Strategies, and creating opportunities for the development of social relationships between students with and without disabilities
   - To examine the implications of inclusive education for changes in schools and delivery of services and instruction

4. **EDSP 613 Behavior and Classroom Management in Special Education (3 credits)**
   - Understanding of how behavior is supported in classroom and school contexts.
   - Understanding of the principles that underlie learned behavior and how they are applied in various settings to support new behaviors.
   - Understanding of the role of teachers and other professionals in working with individuals with disabilities who require behavior support planning.
   - Strategies for positively managing individual and group behaviors and support of academic, behavioral, and social learning for all students in academic and social settings.

5. **EDSP 615 Evaluation and Measurement of Exceptional Children and Youth (3 credits)**
   - Gain an understanding of basic terminology used in assessment
5. **Describe any selective admissions policy or special criteria for students selecting this field of study. Please review the basic requirements of degree programs or certificate programs.**

The UMCP Graduate School admission requirements will be used for admission to this Certificate program. Scholars will be asked to also submit a written statement of goals with a description of the applicant's interest in special education and plans for future employment.

6. **Course requirements. Indicate the course requirements with course numbers, titles and credits. In an appendix, provide the course catalog information (credits, description, prerequisites, etc.) for all of the courses. Note that suffixed "selected" or "special" topics courses should be avoided. If suffixed-selected or special topics courses are offered regularly in the new program, you should make the courses permanent.**

**Certificate: Special Education for General Education Teachers in Inclusive Classrooms**

- EDSP 600 Issues and Trends in Educating Individuals with Disabilities (3 credits)
- EDSP 606 Advanced Study of Inclusive Practices in the Schools (3 credits)
- EDSP 613 Behavior and Classroom Management in Special Education (3 credits)
- EDSP 615 Evaluation and Measurement of Exceptional Children and Youth (3 credits)
- EDSP 652 Curriculum & Instruction in Elementary/Middle School (3 credits)

*(Please see Appendix A for course catalog listings for the classes.)*

7. **Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).**
This Certificate was developed to meet needs in the teaching-workforce by equipping general education teachers to effectively support students with disabilities in their inclusive classrooms. There is continuing support at the federal level for inclusive school reform (Sailor & McCart, 2014.) The research and longitudinal studies, that support the inclusion of students with disabilities with their non-disabled peers, provides critical evidence-based support for inclusion (Morningstar, et.al. 2016; Test et al., 2009; Hendricks & Wehman, 2009). Cosier’s longitudinal study (2010) examined thousands of students across the United States and found that each hour a student with a disability spent in general education produced a significant academic gain. Evidence supports this finding and shows positive outcomes in social engagement and improved behavior, as well as academic achievement; these findings apply to not only those students with high-incidence disabilities but across all disability labels including students identified with severe disabilities and challenging behaviors when educated in an inclusive environment (Feldman, Carter, Asmus, & Brock, 2016; Newman, Wagner, Knokey, Marder, Nagel,....Schwarting, 2011; Spooner & Browder, 2015; Westling, 2015).

In spite of these findings on inclusion, multiple studies indicate that experienced teachers report feeling unprepared to address the needs of students with disabilities in inclusive classroom (Clunies-Ross et al. 2008; Martin et al., 1999; Stough, Montague, Landmark, Williams-Diehm, 2015). With the continued focus on full inclusion of students with disabilities across the country, school systems have worked to increase general education placements (McLeskey, Landers, Hoppey, & Williamson, 2011). McClusky & Brownell (2015) emphasize that the most direct approach to improving outcomes of low-achieving students is to improve the effectiveness of their teachers (p.6). There continues to be an urgent need for general education teachers to be able to support students with disabilities in inclusive classrooms.

Placement in a general education classroom alone will not guarantee improved outcomes for students with disabilities—effective supports for learning and participation must also be in place. Classes in this Certificate address the specialized and complex needs of preparation for the general educator in an inclusive classroom. The curriculum provides knowledge and skills to address the needs of students with disabilities, including assessment, instruction, behavior management, as well as general knowledge regarding special education supports and interventions. These graduate classes were developed according to criteria and standards approved by the Council for Exceptional Children, the leading authority on standards in teacher training for Special Education.
All classes are approved coursework and represent core skills in the Special Education program.

8. Sample plan. Provide a term by term sample plan that shows how a typical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate.

Sample plan for a student completing this Certificate

A scholar who applied to the program and was admitted for the Fall semester 2018, would complete the 5 graduate certificate classes as follows:

FALL, 2018: EDSP 600 Issues and Trends in Educating Individuals with Disabilities (3 credits)

WINTER, 2019: EDSP 652 Curriculum & Instruction in Elementary/Middle School (3 credits)

SPRING, 2019: EDSP 606 Advanced Study of Inclusive Practices in the Schools (3 credits)

SUMMER SESSION I: EDSP 613 Behavior and Classroom Management in Special Education (3 credits)

SUMMER SESSION II: EDSP 615 Evaluation and Measurement of Exceptional Children and Youth (3 credits)

9. Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

Recruitment of Students. Recruitment efforts will be directed by Dr. Page-Voth, and supported by the Office of Extended Studies (OES). The Certificate program will utilize the OES website to provide an overview of the program and a link to the application. In addition, the Office of Innovative Technology and Partnerships in the College of Education will provide advertising support on their website as well. An email advertisement for the program will be distributed to all personnel in the 4 surrounding school systems. Dr. Page-Voth will hold orientation meetings to both recruit and provide information about the program for potential scholars in each of the 4 closest school systems (Anne Arundel, Prince Georges, Montgomery, and Howard County.) In all of the advertising information that is distributed on websites, in pamphlets, or sent in emails, members of traditionally underrepresented groups whether they be based on race, color, national origin, sexual preference, gender, age, or disability will be informed of the opportunities available in the program and encouraged to apply. During recruitment efforts, all advertising information that is distributed will note that the
program is interested in recruiting members of underrepresented groups; including those with disabilities. This information will be in all published and online advertisements, and emphasized verbally at the orientation meetings held during our recruitment efforts.

Retention of Students. Retention of a diverse group of students is a top priority. We will utilize several strategies to insure completion of the program by the scholars. Advising and mentoring of individual scholars is tantamount. This approach has worked well with the EDSP programs overseas and on campus. Individualized mentoring will be provided by Dr. Page-Voth who will serve as faculty advisor for all scholars in the program.

From the start of the program, Dr. Page-Voth will be in contact with each scholar. She will hold an orientation meeting for accepted scholars during the first month of the program. At this time, a "Milestones and Monitoring Procedures" timeline will be provided and explained. This timeline will help keep scholars on track as they complete the 5 classes in the program. Dr. Page-Voth will have a check-in advising session with each of the scholars at the mid-point of each semester. This advising check-in will be a requirement. She will also be in email contact with each scholar every semester as she introduces each online class and provides a background introduction to both the class instructor and content for the students. Our experience with the previous overseas programs conducted by the Institute, followed a similar model of prescribed courses and timelines, and with the individual advising resulted in a retention rate of over 90%. The Institute for the Study of Exceptional Children and Youth has an excellent track record for recruitment and retention. The Institute has provided coordination for Special Education overseas graduate programs for 25 years. The retention rate for graduate scholars in all of these programs has always been above 90%. Close to 200 graduate students, both at the Master's and Doctoral levels have completed these graduate programs.
Student Learning Outcomes and Assessment

10. List the intended student learning outcomes.

The overall objective of this Certificate Program is to improve the knowledge and skills in special education of post-baccalaureate personnel who are teaching in inclusive general education classrooms. The intended scholar learning outcomes are listed in the table below.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of students with disabilities and their specific needs in inclusive academic settings (e.g., instructional strategies, assessment methodologies, and effective behavioral supports).</td>
<td>Course assignments, exams, and course grades</td>
</tr>
<tr>
<td>Application of effective interventions with students who have disabilities in order to enable them to achieve their academic goals, master classroom content, and experience behavioral/social success in an inclusive classroom setting.</td>
<td>Course assignments, exams, and instructor ratings of student performance (via field assignments, audio-tapes, etc.)</td>
</tr>
<tr>
<td>Demonstrated understanding of effective practices, principles, and legal requirements for providing educational services for students with disabilities in inclusive classrooms, as well as working with parents of said students (e.g., co-teaching, IEPs, determination of the ‘Least Restrictive Environment’, related services, multidisciplinary assessments, and effective practices for supporting parents of students with disabilities).</td>
<td>Course assignments, exams, instructor ratings, and course grades</td>
</tr>
</tbody>
</table>
11. Include a general assessment plan for the learning outcomes.

Methods and strategies for assessing the program's learning outcomes are described in the table above (in #10). In addition, each of the courses has specific assessment components for measuring achievement of learning outcomes (please see Appendix B, Course Syllabi).

Organization

12. Oversight Committee. The committee should be composed of a regular member of the graduate faculty from the “core” area who will serve as the Graduate Director, a second member of the graduate faculty, a representative from the Graduate School, and an administrative manager. Both the Graduate Director and second faculty member must have the approval of their respective department chairs. This committee will provide the academic and administrative oversight for the duration of the degree or certificate program.

Oversight Committee. The Graduate Director will be Dr. Philip Burke, Professor and Director of the Institute for Exceptional Children and Youth in the Department of Counseling, Higher Education, and Special Education, with the assistance of Dr. Tori Page-Voth, Associate Clinical Professor and member of the Graduate Faculty in the Department of Counseling, Higher Education, and Special Education. Ms. Terrie Hzurd the Director of Programs in the Office of Extended Studies will serve as the Administrative Manager. Mr. Jeffrey Franke the Assistant Dean and Chief of Staff for the University of Maryland Graduate School will serve as the representative from the Graduate School for this certificate program.

13. Indicate who will provide the academic coordination for the program.

Dr. Page-Voth will provide academic coordination for the program. Dr. Page-Voth has previously served as Co-director and Coordinator for 8 successful out-reach cohort programs for special education graduate students overseas (M.Ed. and Ed.D. programs). Over the past 25 years she has co-advised 160+ M.Ed. students in these programs. She is a member of the CHSE Graduate Faculty, and has taught both graduate and undergraduate classes for the Special Education Program.
14. Indicate who will provide the administrative coordination for the program.

Dr. Page-Voth will provide the administrative coordination for this certificate program. She has provided administrative coordination of multiple projects, including serving as Co-director of the Special Education Overseas Program (M.Ed. and Ed.D.); and as Summer Programs Coordinator for the Special Education Program, providing planning, scheduling, and oversight for 20+ years. She has also served as Director of the Undergraduate Teacher Education Program for the Special Education Department, 1992-1997. Dr. Page-Voth has provided leadership and coordination for 10 major federal grant programs for UM. These have included an Undergraduate Student Program Change Grant, (which provided for restructuring of the UM EDSP Program, as well as extensive offering of student scholarships for five years); coordination of a grant for support of African American students in the EDSP undergraduate program, this provided for recruitment and retention efforts with scholarship support; as well as 6 major overseas graduate degree program grants, each providing support for approx. 30 graduate scholars who were teaching in the Department of Defense Schools in Europe. Dr. Page-Voth was responsible for academic and administrative coordination of these programs which were located onsite in two different locations in Germany (25 years).

15. List the faculty who will teach in the program. Include their titles, credentials, and courses they may teach for the program.

Philip J. Burke, Ph.D., Professor, and Director of the Institute for the Study of Exceptional Children and Youth, CHSE Department, (EDSP 600)
Kelli Cummings, Ph.D., Assistant Professor, CHSE Department, (EDSP 613, EDSP 615)
Susan De La Paz, Ph.D., Professor, CHSE Department, (EDSP 606)
Carolyn Fink, Ph.D., Lecturer, CHSE Department, (EDSP 613)
Barb Gruber, Ph.D., Professional Learning Facilitator with Maryland Coalition for Inclusive Education (M.C.I.E.). Lecturer, CHSE Department, (EDSP 606)
Peter Leone, Ph.D., Professor, CHSE Department, (EDSP 613)
Tori Page-Voth, Ph.D., Associate Clinical Professor, CHSE Department, (EDSP 600, EDSP 606, EDSP 652)

Program Delivery (If applicable)

For Online Delivery:
16. Discuss how courses will be taught using online. Will courses be synchronous, asynchronous, or a combination of both? What technologies will be used to present material and evaluate the quality and authenticity of student work?

Online delivery will be supported through the UM Electronic Management System (ELMS). To accommodate the target audience of working professionals, the classes will be asynchronous. The quality and authenticity of student work will be monitored using a number of resources, including "Turn It In", which is a tool that is available for application to UM courses (as of Sept. 2017). This tool is used to assess the originality of text assignments when submitted. Furthermore, on-line assessments will include options such as timed online quizzes or tests, online essays, discussion board postings, and "discussions" among students and instructor to verify material mastery. Course syllabi will delineate the University of Maryland, Code of Academic Integrity and the consequences for infringement of such will be noted.

17. Provide evidence of faculty involvement in the development of the program and in the oversight of the program. Discuss the resources available for training and supporting faculty in regard to instructional technology. Indicate any other unit or vendor that will be used to administer or deliver the program.

The Special Education faculty have developed, reviewed, and voted in favor of offering this Certificate program. Special Education faculty are in support of offering this program at this time (evidenced by a unanimous vote in favor of the Certificate at the Special Education faculty meeting 11/17/17.) Faculty will be directly involved in the oversight of the program in a variety of ways. First, Dr. Burke will serve as Director and Dr. Page-Voth will serve as Coordinator, both are on the graduate faculty in CHSE and will serve on the Oversight Committee. Regular faculty will be teaching the majority of classes. Oversight of the program will be provided by the Institute, where there will be regular monthly meetings of faculty to review the progress of the program and classes; these will include the Director, Coordinator, and faculty instructing in the program as needed to ensure clear communication and oversight of the quality of the offering.

The College of Education has multiple supports for instructional technology available for the delivery of online courses. Dr. Page-Voth will assist faculty in the transformation of current face to face classes to an online format. There will be consistency in the online model-delivery across the 5 courses of the Certificate. This will ensure that once scholars complete a provided "orientation" module in the first course, they will be able to access and utilize the online-format used across all of the courses in
the program. Dr. Page-Voth has developed and taught both online and hybrid classes at
the University of Maryland, these have included module as well as file-based delivery
methods. She is currently a Technology Fellow in the College of Education, a program
directed by Dr. Helene Cohen, Executive Director of the Office of Innovative Technology
and Partnerships. Dr. Cohen is a wonderful resource and has offered her support for the
development and planning of online delivery of classes for this Certificate. The College
of Education has stellar technology support through the Office of Educational
Technology, located in the Benjamin Building. Directed by Steve Pragel, this office
provides online course support directly to faculty and will provide support as needed for
this Certificate.

The Office of Extended Studies will assist in the administration of this Professional
Studies certificate. This office administers numerous online programs, including
Master's degrees as well as certificates. There is a wealth of information and expertise
available at the University of Maryland to support the development and delivery of this
new Certificate program.

18. Discuss how students will have reasonable and adequate access to the range of student support
services (library materials, teacher interaction, advising, technical support) needed to support their
learning activities. Also, discuss how the program will provide students with clear, complete, and
timely information on the curriculum, technological competence and equipment needed for the
program, admissions criteria, financial aid resources, and cost and payment policies.

The Certificate program will be presented on the Office of Extended Studies
Professional Studies Certificate website as well as the CHSE Department website in the
College of Education. On these sites potential applicants will be able to locate the
curriculum, instructions for admission, admissions criteria, as well as the necessary
equipment for this online program. Links will be provided for financial aid resources, as
well as cost and payment policies for graduate students. Once admitted, participants in
this Certificate program will have full access to UM student support services. The
Program Coordinator will provide information directly to each new participant as to how
to establish a UM email service, register to access the UM library services, and use the
online class resources in the UM ELMS platform for the program. The program will
provide students with complete and timely information via email and web based
supports. All students will receive a student ID number and have access to electronic
graduate library resources and all research ports provided by the University of
Maryland. To help acquaint the participants with the UM web based course delivery
system, the UM online orientation to ELMS website navigation will be sent to all
admitted scholars in the program by Dr. Page-Voth. Dr. Page-Voth will provide all academic advising from recruitment to completion of the certificate program for each student via email and/or over the telephone. Course and scheduling information will be made available electronically via the Department website as well as sent to the students by the Program Coordinator every semester.

19. Intellectual Property Rights: The proposal must clearly delineate ownership and usage rights for materials that may be developed for courses in the program.

   The program will follow the UMD intellectual property policy:

For Off-Campus Delivery: NA

20. Identify the location for the program offering and discuss the reason for offering the program in that location.

   This certificate program will be offered online. (Offering the program in this manner is designed to accommodate the participating teachers who are working full-time.)

21. Describe the method of instructional delivery, including online delivery, on-site faculty, and the mix of full-time and part-time instructors. Discuss the resources available for supporting faculty at the location.

   NA (The classes in this Certificate will be offered online.)

22. Describe the academic oversight, quality control, and evaluation of the off-campus program’s effectiveness.

   NA

For Non-Standard Terms:

23. If the program will be offered in non-standard terms, describe the term structure and whether the Office of the Registrar and the Office of International Scholar and Student Services have been notified and support the proposal.

   NA
Other Issues

24. Are students in other programs permitted to enroll in courses in this program? Can students substitute courses from other institutions?

Scholars in other program will not be permitted to enroll in courses in this program. Students are expected to complete all of the courses in this certificate program with the aim to receive the Certificate. Note: In unavoidable cases of family emergency or serious illness, leading to circumstances such that a student is unable to complete a specific course within the Certificate program, a student may apply to substitute a course of similar integrity from another institution. The proposed transfer course must be approved by the Certificate Program Director Dr. Burke, and/or Academic Coordinator Dr. Page-Voth, and be accepted as a transfer class by the Graduate School.

25. What are the protocols for students unwilling or unable to follow courses in sequence, e.g. would they have to wait for the next cycle or next cohort?

This Certificate will be offered in a cohort fashion. If students are unable to follow the course sequence, they may request permission to wait for the next cohort. They will have 5 years from the start of the first course to complete the Certificate.

26. What is the exit strategy if the program proves not to be viable? How are canceled courses handled?

While we do not expect for this to be an issue, under the direction of Dr. Burke the Institute for the Study of Exceptional Children and Youth, in the Counseling, Higher Education, and Special Education Department has committed to the start-up of this PBC to ensure that two cohorts of scholars have the opportunity to pursue this Certificate, regardless of student enrollment. As necessary, the Institute will provide funding to support start-up (e.g., cover faculty costs if tuition revenue is not enough.)

Resource Needs and Sources

27. Library resources required, to be determined in cooperation with the Libraries. Please contact your departmental/programmatic library liaison or Daniel Mack at dmack@umd.edu, Associate Dean
of Collections, to request a library assessment that will be added as an appendix.

Please see Appendix C.

28. Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

The University of Maryland has adequate resources available for faculty to offer online courses as outlined in this proposal.

29. Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

Faculty will teach in the Certificate program on an overload basis or in the summer. Adjunct faculty will be hired as needed, but not more than allowed by UM regulations. The Institute will cover the costs for offering courses until the program becomes entirely self-support.

30. Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

The Institute will provide the resources needed for administrative oversight and student advising for all aspects of the program.

31. Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years: https://docs.google.com/spreadsheets/d/1V6iSZG05edMitWP6CAOXjCoGO58Gf6VXxPaacKfrhZ4/edit #gid=0. Add these tables as attachments.

Please see Appendix D
APPENDIX A. Graduate Catalog Course Descriptions

EDSP 600 Issues and Trends in Educating Individuals with Disabilities (3 credits) This course examines research and practice relevant to the education of individuals with disabilities.

EDSP 605 Advanced Study in Inclusive Practices in The Schools (3 credits) Educational practices regarding inclusive education in the schools for students with and without disabilities.

EDSP 613 Behavior and Classroom Management in Special Education (3 credits) This class covers behavior and classroom management strategies for students in special education.

EDSP 615 Evaluation and Measurement of Exceptional Children and Youth (1-3 credits) Deals with the understanding and interpretation of the results of psychological and educational tests applicable for use with exceptional children and youth.

EDSP 652 Curriculum and Instruction: Elementary Special Education (3 credits) Methods for instruction of students with disabilities in the general education curriculum. Collaboration with other professionals is included.
APPENDIX B – Syllabi for Certificate Courses.

Please see attached files with syllabi for the 5 classes.

-
Issues and Trends in Educating Individuals with Disabilities

This graduate course is for students interested in issues and trends in educating children, youth and young adults with disabilities. This course provides students with: (a) an overview of the historical foundations for educating individuals with disabilities and how these impact policies, practices, and trends today in public schools and college settings; and (b) selected contemporary issues that impact the delivery of services to individuals with disabilities in public schools, postsecondary education, and the community.

After successfully completing this course you will be able to:

1. Describe the historical foundations for educating individuals with disabilities in the United States

2. Describe the historical foundations of civil rights legislation for educating individuals with disabilities in public schools and colleges (Section 504; Americans with Disabilities Act)

3. Identify how legislation currently impacts services and accommodations to individuals with disabilities in schools (e.g., IDEA 2004; ESSA; Career and College Readiness Standards; Higher Education Act of 2008)

4. Describe how issues associated with eligibility and categorization impact the provision of services for individuals with disabilities

5. Describe the continuum of services offered to students with disabilities who receive special education and the roles of various service providers (where should special education happen; co-teaching; diplomas and certificates; what should we teach for students with high and low incidence disabilities?)

6. Identify contemporary issues and services impacting individuals with disabilities in schools and colleges (e.g., EBP; overrepresentation; universal design for learning; RTI; autism spectrum; outcomes after school; postsecondary experiences for students with intellectual disabilities)

EDSP 600 requires the completion of two papers for the Graduate Outcomes Assessment (GOA) in the special education program.

EDSP 600
Fall 2016

Dr. Debra Neubert
dneubert@umd.edu

Wednesday 6:5-7:00
EDU #143 R1 21

Office Hours
Rm 3215 Benjamin appointment; and
Thursday 4-6
301-405-6466

Communication
If you have questions about the assignments or class content, please contact me through ELMS. I will send you reminders about assignments each week or updates to the class through ELMS also. In the event you need to contact me due to an illness, religious day, or accommodations, contact me through my email
dneubert@umd.edu

Please refer to the guidance on writing professional emails (text/ps/email).
Required Resources

1. Course website: www.elms.umd.edu

2. Online Resources

   *SmartBrief on EdTech* Sign up for this free newsletter
   *SmartBrief on Special Education* Sign up for this free newsletter
   *WrightsLaw* Sign up for this free newsletter
   APA format https://owl.english.purdue.edu/owl/resource/560/01/
   Library Resources http://www.lib.umd.edu/ that have replaced Research Port
   WorldCat UMD and Database Finder

3. Two E-Textbooks (digital) or Paperback

   The books for this class are both available through VitalSource with several options to rent e-textbooks. I would like you to try e-books unless there is some reason that this won’t work for you – it is less expensive, it has a “bookshelf” feature for laptops, it allows you to take notes while you read (or cut and paste), and the Yellow book has videos embedded in the e-text of the chapters. I’ve included the Print ISBNS if that is your preference.

   Print ISBN: 9780134043395, 0134043391
   e-text ISBN: 9780134038186, 0134038185

   ISBN 978-0-415-53918-0 paperback version

   The e-text books and paperback copies of the book are also available through Amazon and other rental sites. Here is another example:

   e-Textbook Digital Rental $55.27 Kindle or IPad (Immediate download).
   https://www.amazon.com/Law-Special-Education-Mitchell-Yell-ebook/dp/B00XHLZ2PO/ref=sr_1_1?keywords=mitchell+yell

   https://www.amazon.com/Enduring-Issues-Special-Education-Perspectives-ebook/dp/B00TU4FXVS/ref=mt_kindle?_encoding=UTF8&me=$19.90 Rent e-text for Kindle or IPad; $56.33 Paperback – 2 day shipping
Campus Policies

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions. It is our shared responsibility to know and abide by the University of Maryland's Policies, which relate to all courses, topics include:

- Academic integrity (Cheating, plagiarism, Honor Code)
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

We will also review a list of electronic plagiarism issues.
http://www.turnitin.com/en_us/resources/category/preventing-plagiarism

Course-Specific Policies and Expectations for Students

Andragogy and Study Skills. I assume each student in class is an adult learner and will strive to become an effective teacher. Throughout the semester we will use different strategies and methods to learn class material, to make presentations, and to explore technology integration. Consider what works for you as a student in terms of UDL. Other tips include:

- Arrive to class on time with materials; no late work accepted
- Take advantage of office hours and email me with questions (not your peers). PLEASE don't ask before class starts or as I am setting up at break time
- **Spell check and grammar check before submitting assignments.** I deduct 5 -10 Points from an assignment if I have to correct spelling or grammar.

Blended Learning. This is a blended learning class. Manage your time by planning 3 hours per week into your calendar to read and complete assignments in addition to the 3 hours of class time or online module work (6 hours per week).

Technology. You will need a computer or tablet with Internet access and one or more Web browsers. Please have current versions of the Java, flash, iTunes and QuickTime Player plug-ins in order to interact with the course content on ELMS. If you need access to a laptop or tablet, please let me know the first day of class or before so I can supply with information to borrow one on campus for
the class. There is a computer lab in the Benjamin that is available to students on a limited basis for homework.

- While I encourage the use of laptops and tablets computers in the classroom, if you use class time to check social networking websites, reply to texts, read email, or other off-task, online behaviors, I will ask you to turn it off the first two times.
- After this you will not be permitted to use your device in the classroom, which may impact your participation and points for in-class activities and discussions (except when required for DSS accommodations).
- Researchers have found that distractions (other than class activities) do in fact interfere with learning and active participation. If you have critical communication to attend to on a specific day with your cell phone, please let me know before class and then excuse yourself and return when you are ready. For more information about the science behind the policy watch: http://youtu.be/NNwPaw3Fx5Hk

Class Materials on ELMS/Canvas. I post all notes, handouts, PDF readings, links to websites under the Modules for each week/topic. Print or download what you need for each class on your laptop or tablet. I encourage you to use laptops or tablets to take notes, organize class materials, and complete in-class activities. Each student is responsible for using Google docs and for working cooperatively in small groups for assignments and class activities. I will use different methods for grouping students. In the event a student does not participate actively or show up for a cooperative group project, he/she will be expected to complete the assignments independently. Contact me by email or during office hours to discuss any concerns with group projects.

Absences and Make-up Work. All assessments/assignments must be submitted by the required due date/time unless we have made an arrangement prior to the due date - no exceptions unless you have excused medical absence or UM Religious Observance. Specific assignment dates allow you to complete course activities in a timely manner and for the instructor to monitor your progress in the course. After the due date/time has passed for an assignment, you will no longer be able to submit it through Canvas. Do not wait until the last minute to submit in case you have difficulty with Internet connections. Ensure the safety of all your work by making regular backups in multiple places. Drop Box or Google docs are free and can be accessed from any device.

When submitting your assignments on ELMS in DOCX, please use your last name followed by the name of the assignment (e.g., Neubert SG1).

Participation points and in-class activities can be made up one time for an illness if you email me in advance – not for late arrivals. If you miss more than 1 week of class for an illness or incident, you will need a signed note to make up any work. All assignments can be made up for religious observances.
For assessments that are more challenging to schedule a make-up for (e.g., presentations, group projects), I will develop a plan to accommodate the excused absences and consult with the Office of Undergraduate Studies if there are questions as to what is appropriate.

If Needed, Get Some Help!

Part of “taking personal responsibility” for your own learning means acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I strongly encourage you to visit http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu. Everything is free because you have already paid for it, and everyone needs help... all you have to do is ask for it.

Assessments and Activities

Participation Points or In-Class Activities
Students will self-assign points at the end of class discussions for participation. In-Class Activities have assigned points that are posted under Due dates on the course topics chart.

Lead Discussion of Class Topic/Assigned Chapter(s)
Each student will be assigned to lead the class in a discussion of the major objectives outlined or questions found generally in the Bateman et al., (2015) chapters. I will pair students to lead the discussion whenever possible. Only the lead discusssant need turn in the answers to questions for their assigned chapters. Additional points will be awarded for using a specific teaching strategy or method for the discussion.

Papers
Each student will select two paper topics from a list given out in class. The first paper should be related to an issue about serving a specific population of students (e.g., culturally and linguistically diverse, students with ADHD, students on the autism spectrum, etc.). The issue or topic papers should be written in APA format with a cover page, headings, and 5 references, with at least 2 research articles. The second paper will center on outcomes for students in special education, postsecondary education options for individuals with high and low incidences, etc.). The instructor must approve topic. Each student must hand in the topic, purpose, outline, and references for the paper (10 pts) in addition to the paper.

Online Modules
As this is a blended learning class, most of the Yell (2016) book will be covered with online modules; during this time I will be available in my office hours for questions (in person, phone, email). Online modules require at least 3 hours of your time in addition to the 3 hours of preparation time.

**Grades**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points Each</th>
<th>Category Total</th>
<th>Category Weig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>8</td>
<td>40</td>
<td>26%</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>10</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td>Online Modules</td>
<td>30</td>
<td>90</td>
<td>30%</td>
</tr>
<tr>
<td>Lead Discussion/Answers</td>
<td>30</td>
<td>90</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Papers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic, Outline, Ref to Class (2)</td>
<td>10</td>
<td>20</td>
<td>34%</td>
</tr>
<tr>
<td>Papers (2)</td>
<td>40</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>300</td>
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</tbody>
</table>

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

<table>
<thead>
<tr>
<th>Final Grade Cutoffs</th>
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<tbody>
<tr>
<td>+ 97.00%</td>
<td>+ 87.00%</td>
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<tr>
<td>+ 77.00%</td>
<td>+ 67.00%</td>
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<tr>
<td>A 94.00%</td>
<td>B 84.00%</td>
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<td>C 74.00%</td>
<td>D 64.00%</td>
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<tr>
<td>F &lt; 60.0%</td>
<td>F &lt; 60.0%</td>
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<tr>
<td>- 90.00%</td>
<td>- 80.00%</td>
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<tr>
<td>- 70.00%</td>
<td>- 60.00%</td>
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</table>

Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goals. All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office. **Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline.** I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due/Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8-31</td>
<td>Course Overview: What are the Pressing Issues and Trends in Special Education Today? Use of Tech, APA, Search for Lit</td>
<td>In Class Discussion/Activity Decades of Progress-all doc Students should read this.</td>
<td>Participation Pts – Self-assigned</td>
</tr>
<tr>
<td>Week 2 9-7</td>
<td>What is Special Education? What Makes it Special? What is Special Education Instruction? FAPE</td>
<td>Yell – Chapter 9 FAP Bateman et al. (Part 1) Chapters 1-4 and 6</td>
<td>Yell 9 Chapter 1,2 Ch 3,5 Participation Pts</td>
</tr>
<tr>
<td>Week 3 9-14</td>
<td>Foundations for Educating Individuals with Disabilities History of Special Education Law</td>
<td>Yell – Chapter 3: History of the Law and Children with Disabilities Yell – Chapter 4: IDEA Bateman et al. Chapter 24 Why Have Special Ed?</td>
<td>Module 3 due by 5:00 Review Requirements for Paper #1 Sign up for Paper 1 (from List provided)</td>
</tr>
<tr>
<td>Week 4 9-21</td>
<td>IDEA Part C – Early Intervention and Transition to Part B Work on Paper #1 Peer edits for draft/outline for paper Questions on references, APA</td>
<td>Bateman Ch. 22 – Services in EC Bruder, B. (2010). Early Intervention</td>
<td>Ch 22 and Bruder article Participation Pts</td>
</tr>
<tr>
<td>Week 5 9-28</td>
<td>Who Should Receive and Provide Special Education Labeling and UDL</td>
<td>Bateman et al. (Part 2) Chapters 7, 9-11 Optional: Yell Chapter 9 Assessment</td>
<td>Chapters 7, 9 Chapters 10, 11 Participation Pts</td>
</tr>
<tr>
<td>Week 6 10-5</td>
<td>Where Should Special Education Happen? Continuum of Services and UDL</td>
<td>Bateman et al. (Part 3) Chapters 12-15 Yell Chapter 11 – LRE</td>
<td>Chapters 12, 13 Chapters 14, 15 Participation Pts</td>
</tr>
<tr>
<td>Week 8 10-12</td>
<td>In-Class – Work on Paper</td>
<td>– Bring PAPER copy to class</td>
<td>Topic for Paper 1 with Purpose, Outline, References</td>
</tr>
<tr>
<td>Week 7 10-19</td>
<td>Online Module (M7)</td>
<td>What should we teach students with moderate and severe disabilities?</td>
<td>Bateman Chapter 4</td>
</tr>
<tr>
<td>Week 9 10-26</td>
<td></td>
<td>Interventions for EBD and Disciplining Students</td>
<td>Bateman - Chapter 18</td>
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<td>How Should EBP be Determined? Has our research advanced Sped? (All doc students)</td>
<td>Bateman - Chapter 17</td>
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<td>Group discussion of questions from 10-19; brief group presentation to class</td>
<td>Group Discussion of Paper 1 if time permits</td>
<td>Paper 1</td>
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<tr>
<td>Week 10 11-2</td>
<td></td>
<td>How Does Education Reform Impact Students with Disabilities? When Does Special Education End?</td>
<td>Yell Chapter 7: ESSA</td>
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<td></td>
<td></td>
<td></td>
<td>Ch 23 When Does Special Education End? See wrightslaw</td>
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<tr>
<td>Week 11 11-9</td>
<td>Online Module M12</td>
<td>Disability rights movement and legislation</td>
<td>Yell (2016)</td>
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<td></td>
<td>Chapter 6: ADA 1990</td>
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<tr>
<td>Week 12 11-16</td>
<td></td>
<td>Work on Paper #2 In-Class Peer Edits, APA, Organization, etc.</td>
<td>Bring paper copy to class</td>
</tr>
<tr>
<td>Week 14 11-23</td>
<td></td>
<td>Thanksgiving UMD now cancels class Wednesday</td>
<td>Eat, rest, walk or run!</td>
</tr>
<tr>
<td>Week 15 11-30</td>
<td></td>
<td>Why Should We Have Special Education?</td>
<td>Bateman et al. (2015) Part 5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Chapters 24, 25</td>
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<tr>
<td>Week 16 12-7</td>
<td>Small Group Discussions of Paper #2 and brief presentation to class</td>
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<td></td>
<td>Evaluate EDSP 600 Link on Canvas</td>
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<td>Paper 2 due rest of class</td>
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<tr>
<td></td>
<td>In-Class Activity Discussion of Paper 10</td>
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</tbody>
</table>
Course: EDSP 606 IH15
Title: Advanced Inclusive Practices in the Schools
Instructor: Dr. Barbara K. Gruber
Time: Monday* and Wednesday, Online Modules
      Tuesday and Thursday, 5:00-8:30, Face to Face
Location: USG: Building III-Room 2220 U-Shape
Semester: Summer Session 1, 2017 (May 30-June 16)
Office Hours: Tuesdays 4:30-5:00 or by appointment
Phone: 410-859-5400 ext. 107
Email: barb@mcie.org
*Exception: Since class starts on a Tuesday, the modules in the first week will be on Wednesday and Friday

Description:
The purpose of this course is to present an introduction to definitions, concepts, and strategies of inclusive education. The course will examine the philosophical, legal, and educational foundations and implications of inclusive education. Best practices for promoting participation of students with and without disabilities in general education will be identified and discussed.

The course will consist of 6 online modules and 6 face-to-face sessions over a 3-week period. The modules will include videos, readings, and website/resource reviews and a worksheet on each topic. Face-to-face sessions will build on the information presented in the modules using discussion and application activities.

Accommodations for Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, please contact the instructor at the beginning of the semester. For information on accommodations see www.counseling.umd.edu/DSS

Academic Integrity Statement:
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.
Cancellations, Closings, and Delays: The weather emergency number is 301-405-7669. Any changes in scheduled classes, exams, and assignments will be posted on ELMS. Students will also be notified by email.

Course Evaluation:
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go directly to the website (www.coursesevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Competencies/Learning Goals:

1. To gain an understanding of the elements of inclusion and the features of inclusive schools (InTASC 2, 9; CF-Curriculum, Social, Cultural Contexts, EC1, EC2, EC4)
2. To examine the philosophical beliefs and legal foundations of inclusive education (InTASC 9, 10; CF-Learners, Social Contexts, EC2, EC4)
3. To gain an understanding of the key components necessary for effective collaboration, teaming, and co-teaching (InTASC 9, 10; CF-Learners, Social Contexts, EC1, EC4)
4. To gain knowledge of specific strategies for managing an inclusive classroom including differentiating instruction, using Positive Behavior Support Strategies, and creating opportunities for the development of social relationships between students with and without disabilities (InTASC 3, 8, 9; CF-Learners EC1, EC5)
5. To examine the implications of inclusive education for changes in schools and delivery of services and instruction (InTASC 2, 9; CF-Curriculum, Social, Cultural Contexts, EC1, EC2, EC4)

EDSP 606 IH15 Course Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/30</td>
<td>1</td>
<td>Face-to-face Class</td>
<td>• Module 1</td>
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<tr>
<td></td>
<td></td>
<td>What is Inclusion?</td>
<td>Worksheet due by noon on 5/1</td>
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<tr>
<td></td>
<td></td>
<td>• How is it different from mainstreaming and</td>
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<td></td>
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<td>integration?</td>
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<td>What is the history of special education</td>
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<td>service delivery?</td>
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<tr>
<td>5/31</td>
<td>2</td>
<td>Online Module 1 to be completed before coming</td>
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<tr>
<td></td>
<td></td>
<td>class on 6/1</td>
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</tbody>
</table>
### Topic 2: Inclusive Academic Instruction

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 6/1  | 3       | Face-to-face Class  
What practices are good for all students?  
- Multi-tiered Systems of Support-MTSS  
- Universal Design for Learning-UDL | * Reflection on Topic 1 due on 6/2  
* Module 2  
   Worksheet due on 6/5 |
| 6/2  | 4       | Online Module 2 to be completed by 6/5 | |

### Topic 3: Collaborative Planning, Teaching, and Learning Practices

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 6/5  | 5       | Online Module 3 to be completed before coming to class on 6/6 | * Reflection on Topic 2 due by 6/5  
* Module 3  
   Worksheet due by noon on 6/6 |
| 6/6  | 6       | Face-to-face Class  
How do teachers work together?  
- Collaborative Practices and Effective Team Meetings  
- Co-teaching and collaborative consultation  

   **In class midpoint activities this session** | |

### Topic 4: Planning and Implementation for Individual Students

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 6/7  | 7       | Online Module 4 to be completed before coming to class on 6/8 | * Reflection on Topic 3 due on 6/7  
* Module 4  
   Worksheet due by noon on 6/8 |
| 6/8  | 8       | Face-to-face Class  
What processes/strategies are needed to support individual students?  
- Planning for meaningful participation  
- Delivering specialized instruction | |

### Topic 5: Inclusive Behavior Instruction

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 6/12 | 9       | Online Module 5 to be completed before coming to class on 6/13 | * Reflection on Topic 4 due on 6/12  
* Module 5  
   Worksheet due by noon on 6/13 |
| 6/13 | 10      | Face-to-face Class  
What strategies are needed?  
- Peer Supports/Social Relationships  
- Positive Behavior Supports (PBIS) | |

### Topic 6: Making It Happen: Moving Toward Inclusive Schools

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 6/14 | 11      | Online Module 6 to be completed before coming to class on 6/15 | * Reflection on Topic 5 due on 6/14  
* Module 6  
   Worksheet due by noon on 6/15 |
| 6/15 | 12      | Face-to-face Class  
How do school systems become more inclusive?  
- Change as a process  
- Steps to Restructure  

   **In class midpoint activities this session** | |
Course Requirements

1. **Attendance, Modules, and Class Discussion/Applications:** It is expected that students will have completed the assigned online module before coming to the face-to-face session and will participate in discussions and activities/applications during the session. Students will be notified within one week of the first class if discussion and participation are not satisfactory. (InTASC 9, 10; CF-EC2, EC4)

2. **Midpoint and Final Applications:** These in-class assessments will be based on information provided to that point and will be given using a group format. You and your team will collaborate to complete the assigned activities. You will receive your grade based on the work of the team. (InTASC 9, 10; CF-EC4, ECS)

3. **Reflections:** Following each topic area students will be asked to reflect on the topics and strategies discussed by responding online to prepared prompts (e.g., questions or statements). The prompts and response rubric will be posted on the class discussion board. (InTASC 9, 10; CF-EC4)

4. **Mini-project:**

   All students are required to do one of the following: (1) Personalized Learning Plan; (2) Action Plan for Creating an Inclusive School; (3) Case Studies of Inclusive Education for Individual Students; or (4) Propose your own project to meet this requirement (e.g., plan for staff development series on inclusive education, brochure to provide information to families about benefits of inclusive education). Brief descriptions of (1), (2), and (3) are below.

**Grading**
Each requirement will count the following number of points:

1. Class Discussion/Assignments 30 (5 pts/class)
2. Module Worksheets 30 (5 pts/module)
3. Midpoint Application 10
4. Final Application 10
5. Reflections 10 (2pts/topic)
6. Mini-Project 10

Total: 100

100-99 = A+
98-93 = A
92-91 = A-
90-89 = B+
88-83 = B
82-77 = B-
76-66 = C+
65-60 = C
59-50 = D+
49-40 = D
39-30 = F
88-83 = B  
82-81 = B-  
80-79 = C+  
78-73 = C  
72-71 = C-  
70-69 = D+  
68-63 = D  
62-61 = D-  
60 or below = F

Mini-Project: You will select one of the following three options for your project. Or, you may propose a project that will benefit your work.

Option 1:  
**Personalized Learning Plan to Build Capacity as an Instructional Leader**  
This project provides you the opportunity to assess your strengths and needs as an instructional leader. You will design a plan for the upcoming year to build your capacity in targeted areas. A rubric will be provided.

Option 2:  
**Action Plan for Creating an Inclusive School**  
In this project you will develop a plan consisting of a series of strategies for helping a school become fully inclusive. Minimum components of this project include:

- Description of the vision for your school. This should include information about the school including the population, parent involvement, types of instructional strategies used, support and collaboration for staff, and the extent to which the school has moved toward becoming an inclusive school (1-2 pages). A completed Quality Indicators or other tool could be used to support your plans.
- Strategies for change and a rationale for why you think such strategies might be effective in your school. Examples might include a planning team in the school, visits to other schools involved in inclusive teaching, study groups related to multi-level teaching or positive behavioral support (at least 3 strategies).
- Development of at least one of these strategies with materials and tools that could actually be used in the school. For example, if you choose a study group option, you would want to develop the schedule of meetings and the plans for the meetings including materials, etc.

Option 3:  
**Case Studies of Inclusive Education for Individual Students**  
In this project you will select at least 2 students with moderate to severe disabilities to be included in general education classes. Minimum components of this project include:

- Description of the student—strengths, needs, challenges, interests, history of time
- Completed curriculum matrix which includes all options for a student without disabilities at the grade level.
- Description of how student will participate in at least 2 lessons from the Common Core. This will involve selecting a lesson and determining the goals and objectives for each. You will then determine what supports your student will need to participate. This will include the use of peer supports, academic supports, assistive technology, instructional strategies/prompts, and monitoring.
- Training recommendations for teachers and other adults in order to accomplish the above for the student.
EDSP 413/613 Comparative Approaches to Behavior and Classroom Management in Special Education
Department of Counseling, Higher Education, & Special Education
University of Maryland
Fall 2016

Instructor: Dr. Kelli D. Cummings, NCSP
Office: EDU 1311C
Phone: (301) 405-6498
Email: kellic@umd.edu
Class Meets: Tuesday, 4:15 - 7:00; Room EDU 2119
Office Hours: Tuesdays, 12-1:00 or by appointment

Course Description
This course provides students with examples of how behavior is supported in classroom and school contexts. Emphasized in the main portion of the course are the principles that underlie learned behavior and how they are applied in various settings to support or teach new behaviors.

This course is designed specifically for teachers and other professionals working with individuals with disabilities who require some form of behavior support planning. The application of specific strategies for the purposes of positively managing individual and group behaviors that encourage and support academic, behavioral, and social learning for all students in academic and social settings will be emphasized.

Required Textbook

Supplemental Textbook (copies of chapters will be provided on Canvas)

Required Materials
We will be using personal response devices – see clickers.umd.edu. The preferred device is TurningPoint RF-LCD, which can be purchased at the bookstore or online through TurningPoint. These will be an important part of your grade so please have one and bring it to class each week. You will need to create a Turning account (account.turningtechnologies.com) to license your clicker and then register it through ELMS at clickers.umd.edu. Please note that it is unethical and would be considered cheating to use anyone else's clicker in their absence (http://osc.umd.edu/osc/AcademicDishonesty.aspx).
It is your responsibility to bring clickers to the classroom. If you forget to bring your clicker, you are entitled to have one and only one clicker assignment turned in by written answers.

In addition to clickers, we will often use our laptops or tablets in class to complete group or independent work. If you have a laptop or tablet, please bring them to class each week. If you do not have personal access to a laptop you can borrow one free of charge from the library (www.lib.umd.edu/tlc/equipment) but be sure to arrange that well in advance.

Course Format

Lecture notes, homework, and other course documents may be found at www.elms.umd.edu under this course name. Necessary class handouts will be posted by noon each Tuesday; you are responsible for your copy.

Communication in this Course

I will primarily communicate with you outside of class via our course wiki pages, Canvas email, group messages, and Canvas Announcements. On occasion we may arrange meetings via Google Hangout (username: kellic@umd.edu) particularly if you need extra help with an assignment outside of office hours. I also will communicate with you extensively in feedback on your assignments (see p. 9 of the syllabus for details on how to view my feedback in Canvas).

I would like to hear from you, too! Your feedback is very important to me, I take your comments seriously, and I want to know what's working well for you in the course (as well as anything that is not working!) as soon as possible. As a result, there are multiple ways of providing feedback in this class outside the end-of-semester evaluations. Please take advantage of my office hours, or set up an appointment to meet me on campus. Email me, through Canvas works best. Participate in mid-course evaluations or "exit tickets" (to be completed during class time). You can also provide more confidential feedback through my faculty mailbox in Benjamin 3214. I encourage you to let me know your thoughts on the course so that I have a chance to make improvements throughout the entire semester.

Learning Objectives

The central goal of this course is that students understand and can synthesize information about student behavior through a functional model, which includes the following three tenets: (a) behavior is learned, (b) behavior is lawful, and (c) behavior can be changed. This model of behavior guides our work with students and helps us plan supportive interventions. These interventions will target setting events, which set up the student's problem behavior, antecedents, which set off the problem behavior, and maintaining consequences. This understanding is the key goal of the course, other specific objectives are listed below:

I. Describe a Behavioral Model
   1. Compare and contrast the assessment and intervention techniques used under the behavioral and other models.
   2. Identify the four types of stimulus events that affect development and how they influence behavior.

II. Describe basic Behavioral Assessments
   1. Write behavioral objectives that identify: the learner, the target behavior, conditions under which the behavior is to be displayed, and the criteria for acceptable performance.
2. Analyze a sequence of behaviors and identify the antecedents and consequences of those behaviors.

III. Collect and Graph Data
1. Define, identify and provide an example of each of the following observational methods: (a) permanent product, (b) frequency, (c) rate, (d) duration, (e) latency, and (f) interval.
2. Select an appropriate data collection system given an example of instruction.
3. Identify and describe the following graphing formats: (a) line, (b) cumulative, (c) ratio, (d) bar.
4. Plot a given set of data and label all parts of the graph.
5. Identify the trend of a given set of data and state whether an intervention was effective.
6. Define the term "reliability" and state why it is important.

IV. Understand Strategies for Increasing Behavior
1. Define reinforcer and reinforcement.
2. Define reinforcer assessment and describe implementation.
3. Given a specific behavior, establish an appropriate reinforcement procedure, taking into account all of the following parameters: reinforcement schedule, novelty, immediacy of delivery, amount, type of reinforcer, and pairing reinforcers.
4. Define negative reinforcement and describe how it affects behavior.
5. Distinguish negative reinforcement from punishment.
6. Explain the purpose of three types of contingency packages (i.e., group contingencies, contingency contracting, and token economies), describing the advantages and disadvantages of each.
7. Differentiate between reinforcement and instructional feedback.

V. Understand Strategies for Decreasing Behaviors: Extinction, DRL, DRO, DRI/DRA, Response Cost, Time-Out
1. Define punishment.
2. Discuss ethical and practical issues in the use of punishment.
3. Define and apply extinction, DRL, DRO, DRI/DRA, response cost, and time out when given a written description of challenging behavior(s).
4. Define "functional assessment" and "functional analysis".
5. Develop a functional assessment based on examples of students with challenging behaviors.
6. Develop a positive behavioral support plan.

VI. Describe and Utilize Strategies Associated with Stimulus Control
1. Describe, using a specific example, how to establish an environmental event or stimulus as a discriminative stimulus (S<sub>d</sub>.)
2. Define, identify, and implement different types of prompting systems.
3. Implement a time-delay strategy
4. Identify and define different types of stimulus and response prompts
5. Describe strategies of shaping and chaining using simulated situations.

VII. Write Behavior Support Plans to Promote Generalization and Maintenance.
   1. Define and describe implementation of instructional techniques that facilitate generalization and maintenance.

VIII. Write Behavior Support Plans that Promote Student Self-Control
   1. Describe the use of self-monitoring, imagery, and verbal self-guidance given a specific situation
   2. Describe and give examples of the use of self-recording using event recording, time sampling, and permanent product recording.

IX. Practice Responsible use of Applied Behavior Analysis
   1. Describe three concerns about the use of Applied Behavior Analysis
   2. Identify six rights that individuals have and must be considered in developing programs to change behavior.

Course Expectations
1. Attend all class periods and participate in class discussions and activities. Regular attendance and participation in this class is required and is the best way to grasp the concepts and principles being discussed. Events that justify an excused absence include the following:
   - participation in university activities at the request of university authorities
   - mandatory military obligation
   - religious observance during one of our class meetings days
   - student illness or the illness of an immediate family member
   - compelling circumstances beyond the student's control (e.g., death in the family, required court appearance)

To receive academic accommodation for an excused absence please notify me in a timely manner, either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, please let me know during the schedule adjustment period. All other absences must be reported as soon as is practical. You must also provide appropriate documentation of the absence. You may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, students must provide documentation from a physician or the University Health Center.

Work to be made up following an excused absence will typically be completed within one week of your return (i.e., by 11:59 on the seventh day following the return) but this timeline may vary depending on

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1 Major Assessment or Assignment
Any assessment listed as a test or exam, in-class presentation or an assessment worth at least 20% of a student's grade constitutes a "major assignment."
the type of assignment to be made up.

For more information on the University of Maryland's policy on excused absences, as well as all UMD course-related policies, please visit: http://www.ugst.umd.edu/courserelatedpolicies.html

2. Come to class prepared to learn. Success in this course depends upon being familiar with the readings, prior class assignments and related activities. Arrive to class on time, and bring necessary materials (i.e., clicker, handouts, assignments, questions) to every class. When you attend class, it is my expectation that you will be fully engaged in class activities. If you use your laptop for note taking, please refrain from noncourse related activities such as using social media, texting, or continuously checking email. These behaviors, along with side conversations, are very distracting to the other students in the class as well as the course instructor. Please turn off or silence cell phones. If it is necessary to receive a call, notify the instructor, set the phone to vibrate, and take the call outside of the classroom. If I notice that a student is regularly distracted, not engaged, or posing a distraction to others, I will ask that we meet to talk about participation in class. If the behaviors continue, I will make a referral to the Teacher Candidate's advisor.

3. Engage in respectful discussions and be open to new or different ideas. Throughout this class you will be challenged to think critically about the impact of cultural, sociological, and experiential events on students’ behavior and learning. These may be different from your own perspective as a learner but are critical to understanding the perspective of your students as a professional who is working with diverse learners. Please participate in discussions openly and respectfully using person-first language when speaking and writing about people with disabilities and other groups, and use acceptable terminology when addressing issues of gender, race, ethnicity, disability, sexual orientation, and other areas of diversity. Students are encouraged to take risks in class by asking difficult questions and sharing their stories and comments. It is acknowledged that the instructor or students may make mistakes in this regard, but it is everyone’s responsibility to respond constructively to any conflicts or problems that arise. Language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. All people will be treated respectfully in this course.

4. Turn in assignments on time. All assignments must be completed before the beginning of class and submitted on or before the assigned due date. Late work will not be accepted. Most all assignments will be turned in on Canvas and the time stamp on Canvas will be used. All work submitted for the class must be legible, clearly organized, and proofread. Standard APA formatting will be used in the course, typed work will be 12-point font, with one-inch margins, and double spacing. In addition, we will learn the University of Maryland's standards for graphing behavioral data in class on 10/11. For all assignments turned in after this lesson, the standard criteria for graphs must be met.

5. Complete your work with academic integrity. The University of Maryland has a nationally recognized Code of Academic Integrity. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students and is an important resource for you. As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The Student Honor Council (SHC) is a resource on campus for both students and faculty that educates the community on academic integrity as well developed the honor pledge, which has been in use campus-wide since September, 2002.

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment (or examination).
For more information on academic integrity at the University of Maryland, please visit the SHC website: http://www.shc.umd.edu/SHC/Default.aspx.
Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. 
Compliance with the code of academic integrity is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. This instructor, as well as any students who become aware of a violation in academic honesty, are required to report it to the Honor Council (301-314-8204; HonorCouncil@umd.edu).

6. **College of Education Foundational Competencies:** The College of Education Foundational Competencies Policy was adopted in November, 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with the candidate’s performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (8/3/05; updated 8/18/11). https://www.education.umd.edu/CHSE/documents/CoE_Foundational_Competencies_Evaluation_Form.pdf

7. **Course Evaluations (CourseEvalUM):** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member and feedback is confidential and important to improve teaching and learning at UMD as well as to the tenure and promotion process. Go to www.courseevalum.umd.edu to complete your evaluations. **For Masters students:** Occasionally fewer than five Masters students are enrolled in the class and thus the CourseEvalUM system does not generate a review form for students in 613. In cases such as these, the College of Education has developed an anonymous Qualtrics survey that will be sent out in lieu of the CourseEvalUM request. Please complete this survey to ensure that the 613 students’ voices may be heard.

**Assignments**  
(All assignments are due by 11:59pm on the dates listed)

A. **Special Topics Presentation.** Students will be assigned to groups of four to five on the first day of class and the instructor will ask each group to draw lots. Based on the result of the lots, topics will be assigned related to the application of positive behavioral supports procedures in a specialty area. Students will define the topic in their own words and provide two examples of how it is implemented in a classroom setting. With help from the instructor, each group will also identify one piece of empirical research from an academic journal and describe the purpose of the research, how the procedures were implemented, and the results. The groups will subsequently summarize this information in an 8-10 minute presentation. Each member of the group must participate in the presentation. Articles must be emailed to Dr. Cummings by September 13th no later than 11:59pm. This assignment is worth **20 points.**
B. **Exams.** Two exams and a final will be administered during the semester. The exams will cover the material (lecture, reading, and class activities) presented up until the test date. Exams will not be intentionally cumulative, however you will find that many of the initial concepts we learn in day 1 apply to all other concepts learned throughout the course. Questions will require recall, recognition and application of principles to hypothetical situations. Each exam will be worth 75 points.

C. **Data-based Project.** Each student is required to complete a data-based project. This project involves weekly observation and measurement of the behavior of someone other than you. When selecting a behavior to observe, be sure that it is *observable, measurable, and repeatable.* Your topic should be emailed to Dr. Cummings no later than 11:59pm on October 6. The proposal will be worth 5 points. Please include the following in your description of your topic:

- a. operational definition of the behavior
- b. description of the setting in which your observations will occur
- c. data collection system that you will use to record your target behavior

This project has two parts to it. **Part I** involves collecting ABC data on the behavior that is approved. Remember, an ABC analysis involves identifying the antecedent and consequent events for a particular behavior. The conditions and procedures you use should be consistent. You should hand in no more than five pages for **Part I** that contain the following:

- a. the behavior you chose to observe and your rationale for selecting the behavior.
- b. an operational definition of the behavior.
- c. an ABC
- d. an interpretation of the ABC that includes your hypothesis about what factors may be contributing to the behavior and your hypothesis as to the function the behavior.

**The ABC is due on November 5th by 11:59pm.**

Once steps a-d are completed you will begin **Part II** of this project (in other words, **PART II CAN ONLY BE STARTED ONCE PART I IS COMPLETED**). **Part II** will involve the collection of observable data (e.g., frequency, duration, latency, etc.). **THESE DATA MUST BE COLLECTED ON DAYS THAT FOLLOW THE COMPLETION OF PART I.** You will need to have between 3-5 data points across at least three days. **Part II** should contain the following:

- e. the type of data being collected (i.e., rate, %, #)
- f. the specific procedures used to collect data and any tools (stopwatch) needed for data collection.
- g. a graph of your data and a raw data collection sheet.
- h. a discussion of changes in behavior observed over time.

You should use headings to present clearly each part of your project as listed above. You are welcome to share any draft with me prior to the due date. **The data collection section is due on December 5th.** This assignment in total is worth 55 points (including the initial proposal).
E. *Functional Assessment Project.* Each student will be provided with descriptions of different students and the challenging behaviors they exhibit during classroom instruction. You will then

1. describe how a functional assessment would be conducted to evaluate the possible functions of the behavior.

2. describe the patterns of behavior that would lead you to suspect the behavior was maintained by positive reinforcement, negative reinforcement, sensory consequences, or access to tangible items.

3. Finally, you will need to identify possible interventions, based on the function of the behavior.

*This project is due on December 8th. This assignment is worth 15 points.*

F. *In Class Application Assignments.* During the semester there will be class application activities, which will build on readings for that week. There will be four assignments that will count for course points and each of these assignments will be completed in assigned work groups during class time. All application assignments will be due by the end of class time (i.e., 7:00pm) via Canvas. The total for all application assignments is 40 points (10 points for each activity). For each of the application assignments, the instructor will give a sheet with the instruction for each assignment. Some activity might be based on a scenario or a video.

<table>
<thead>
<tr>
<th>1. Due 9/13</th>
<th>Defining behavior + Behavioral objectives</th>
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<tbody>
<tr>
<td>2. Due 9/20</td>
<td>ABC Data</td>
</tr>
<tr>
<td>3. Due 10/18</td>
<td>Data recording – presentation – analysis</td>
</tr>
<tr>
<td>4. 11/22</td>
<td>Decreasing Behaviors: Extinction, DRL, DRO, DRI/DRA, Response Cost, Time-Out</td>
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</tbody>
</table>

1. **Defining behavior and objectives:** In groups of two, each group will operationally define behaviors and write objectives using behavioral format. In addition, each group will identify the four components of each objective.

2. **ABC Data:** each student will be assigned two scenarios or a case study. Using a chart, students should operationally define the behavior of each case study, and identify the antecedents, behavior, and consequences.

3. **Data recording:** each student will be assigned a scenario and asked to identify an appropriate data collection system describe how it would be implemented, graph sample data, and provide an interpretation of the effectiveness of the intervention.

4. **Strategies for decreasing behavior:** students will be divided into groups of two. Each group will be given a list of procedures for reducing behavior and will define each procedure, explain how each procedure is implemented and give an example of how it would be used.

G. *Participation.* Class attendance and participation are also evaluated throughout the semester. Students will be evaluated based on their participation in small group activities, clicker questions, class discussion, in-class presentations, and ability to engage in reflection. Please note that in order to participate fully in the class, you must attend class and arrive on time. Approximately halfway through the course, I will ask you to evaluate yourself using the rubric posted at the end of the syllabus. I will then provide my evaluation and you will receive an average midterm participation score (10 pts. for each A, 5 pts. for each B, 0 pts. for each C).
possible). We will repeat the process at the end of the course for the average final participation score (10 pts. possible). (20 points total)

**Extra Credit:** In the interest of fairness and equity, there are no extra credit assignments or special arrangements available to make up for low performance on any graded course work. The instructor may, however, provide opportunities for class-wide extra credit — but there is no guarantee of extra credit throughout the semester. In this class you will have several opportunities for self-evaluation and formative assessment data for your own performance so please contact me in advance if you are worried about your final grade.

**A Note on Grading and Feedback in this Course:** Most of your assignments will be graded in Canvas as electronic submissions. My grading style is to make comments and annotations on the papers you submit. In order to see my comments, please click on the "view feedback" button. Scroll to the bottom of this page for details: [https://guides.instructure.com/m/4212/l/54359-how-do-i-view-instructor-comments](https://guides.instructure.com/m/4212/l/54359-how-do-i-view-instructor-comments).

In order to see my annotations, another step is required. This is the most important step for you to see my individualized comments and suggestions for your work. Please follow the detailed instructions on the following help page and see me for assistance if you have any trouble: [https://guides.instructure.com/m/4212/l/352349?data-resolve-url=true&data-manual-id=4212](https://guides.instructure.com/m/4212/l/352349?data-resolve-url=true&data-manual-id=4212)

**Need Help?**

The University of Maryland offers many options to support you. You have already paid for these services, so don't be afraid to take advantage of them!

**Writing Center:** [http://www.english.umd.edu/academics/writingcenter](http://www.english.umd.edu/academics/writingcenter)

**UMD Counseling Center:** If you feel you are encountering problems that hamper your academic performance or life on campus, contact the Counseling Center 301-314-7651 or Mental Health Services 301-314-HELP for resources or referrals or visit their website: [http://www.counseling.umd.edu/](http://www.counseling.umd.edu/)

**Academic Coaching:** In addition to tutoring services and academic advising ([http://www.tutoring.umd.edu/](http://www.tutoring.umd.edu/)) you have access to academic coaching services. [https://www.shadygrove.umd.edu/campus-services/ess/coaching](https://www.shadygrove.umd.edu/campus-services/ess/coaching)

**Additional UM Policies**

**Accommodations for Students with Disabilities:** If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations student's may request can be reviewed on the DSS web site: [http://www.counseling.umd.edu/DSS/receiving_serv.html](http://www.counseling.umd.edu/DSS/receiving_serv.html) It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities so that I can ensure reasonable accommodations are made to assist learning and evaluation in the class.

**Course Incompletes:** In compliance with University of Maryland Policy, the mark of 'I' is an exceptional mark that is an instructor option. It is given only to a student whose work in a course has been qualitatively satisfactory, when, because of illness or other circumstances beyond the student's control, he or she has been unable to complete some small portion of the work of the course. In no case will the mark 'I' be recorded for a student who has not completed the major portion of the work of the
Office of Student Conduct: If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct – this may result in being charged under the University's Code of Student Conduct or being referred for counseling or mental health interventions, if appropriate. 301.314.8204 or studentconduct@umd.edu.
## Course Calendar

This schedule is subject to change based on the availability of guest lecturers and student need.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters + Add'l Readings</th>
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<tbody>
<tr>
<td>8/30</td>
<td>Introduction to the Class Models of Behavior</td>
<td>1</td>
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<tr>
<td>9/06</td>
<td>Principles of Applied Behavior Analysis Operational Definitions</td>
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<tr>
<td>9/13</td>
<td>Behavioral Objectives</td>
<td>3</td>
</tr>
<tr>
<td>9/20</td>
<td>Behavioral Assessment Review for exam</td>
<td>Scott Ch. 2*</td>
</tr>
<tr>
<td>9/27</td>
<td>EXAM I</td>
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<tr>
<td>10/4</td>
<td>Methods of Recording Behavior</td>
<td>4</td>
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<tr>
<td>10/11</td>
<td>Data Analysis and Displays</td>
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<td>10/18</td>
<td>Increasing Desired Behaviors</td>
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</tr>
<tr>
<td>10/25</td>
<td>Decreasing Harmful Behaviors Review for exam</td>
<td>9</td>
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<tr>
<td>11/1</td>
<td>EXAM II</td>
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<tr>
<td>11/8</td>
<td>Functional Behavioral Assessment Developing Function-Based Behavioral Interventions</td>
<td>IRIS Module: Classroom Management Part 1**</td>
</tr>
<tr>
<td>11/15</td>
<td>Establishing Stimulus Control</td>
<td>10</td>
</tr>
<tr>
<td>11/22</td>
<td>Generalization Self-management</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>11/29</td>
<td>Responsible use of ABA Positive Behavioral Interventions and Supports in Schools</td>
<td>2 Scott Ch. 1; Ch. 11</td>
</tr>
<tr>
<td>12/06</td>
<td>Review for final exam</td>
<td></td>
</tr>
</tbody>
</table>

*All Scott chapters are available on Canvas

**Visit [http://iris.peabody.vanderbilt.edu/module/behl/#content](http://iris.peabody.vanderbilt.edu/module/behl/#content) and complete all five (5) assessment questions. Bring answers to class on 11/8/16 and we will review the answers in small groups and have a class discussion.
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment Name</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13</td>
<td>In-class Application Assignment #1</td>
<td>10</td>
</tr>
<tr>
<td>9/16</td>
<td>Peer-reviewed article to Dr. Cummings</td>
<td>n/a</td>
</tr>
<tr>
<td>9/20</td>
<td>In-class Application Assignment #2 ABC Recording</td>
<td>10</td>
</tr>
<tr>
<td>9/27</td>
<td>Exam 1</td>
<td>75</td>
</tr>
<tr>
<td>10/4</td>
<td>Special Topics Presentations, presentation date depends on topic</td>
<td>20</td>
</tr>
<tr>
<td>10/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/18</td>
<td></td>
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<tr>
<td>10/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or 11/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6</td>
<td>Data-Based Project Proposal</td>
<td>5</td>
</tr>
<tr>
<td>10/11</td>
<td>Self-evaluation of participation 1</td>
<td>10</td>
</tr>
<tr>
<td>10/18</td>
<td>In-class Application Assignment #3</td>
<td>10</td>
</tr>
<tr>
<td>11/1</td>
<td>Exam 2</td>
<td>75</td>
</tr>
<tr>
<td>11/3</td>
<td>A-B-C Analysis (Data-Based Project Part I)</td>
<td>25</td>
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<tr>
<td>11/22</td>
<td>In-class Application Assignment #4</td>
<td>10</td>
</tr>
<tr>
<td>12/5</td>
<td>Data-Based Project Part II</td>
<td>25</td>
</tr>
<tr>
<td>12/6</td>
<td>Self-evaluation of participation 2</td>
<td>10</td>
</tr>
<tr>
<td>12/8</td>
<td>Functional Assessment Case Study</td>
<td>15</td>
</tr>
<tr>
<td>TBD</td>
<td>Exam 3</td>
<td>75</td>
</tr>
</tbody>
</table>

**TOTAL**

375

**Note.** With the exception of in-class Application assignments, which are due by the end of class, all other assignments are due by 11:59 on the dates listed.
GRADING: Point values will be assigned to exams and assignments. Final letter grades will subsequently be assigned on the basis of overall class performance and will be rounded. Letter grades correspond to the point cutoffs listed here. Please note: It is possible to earn the following grades in this class: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-. F. The “+” and “-” have been added to grades in order to allow for more nuance and precision in the evaluation process. Grades will be assigned according to the following chart:

<table>
<thead>
<tr>
<th>98.00 - 100% = A+</th>
<th>77.00 - 79.00% = C+</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.00 - 97.00% = A</td>
<td>73.00 - 76.00% = C</td>
</tr>
<tr>
<td>90.00 - 92.00% = A-</td>
<td>70.00 - 72.00% = C-</td>
</tr>
<tr>
<td>87.00 - 89.00% = B+</td>
<td>67.00 - 69.00% = D+</td>
</tr>
<tr>
<td>83.00 - 86.00% = B</td>
<td>63.00 - 66.00% = D</td>
</tr>
<tr>
<td>80.00 - 82.00% = B-</td>
<td>60.00 - 62.00% = D-</td>
</tr>
</tbody>
</table>

FORMAL APPEAL OF FINAL GRADES: I am happy to discuss any of your grades with you, and if I’ve made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade. Do not wait until the end of the semester to review earlier assignments and exams. All students should be aware of the University of Maryland’s policy on “arbitrary and capricious grading” and understand the process by which they can appeal a final grade: http://www.ugst.umd.edu/courserelatedpolicies.html
Special Topics Presentation rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defines the topic and provides two examples of its use in a classroom setting</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Describes the purpose (2 points), participants (2 points), procedures (3 points), and results (2 points) of the application article.</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Presentation (PowerPoint) is well prepared, informative, effective, and not distracting, length of presentation is within the assigned time limits, information was well communicated and equal participation of each group member.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>20</td>
</tr>
</tbody>
</table>

**Example:**

Topic is, "reinforcement."

- Provide a complete operational definition (slide 1)
- Describe a brief history of using reinforcement strategies (slide 2)
- Describe one example of the strategy's use in a classroom (slide 3)
- Describe a second example of the strategy's use in a classroom (slide 4)

Tell us about the application study your group selected

- Provide the title of the article (slide 6)
- Tell us the purpose / research question presented in the study in just a few words (slide 7)
- Describe the participants in the study (slide 8)
- Describe the procedures the authors used (slide 10)
- Describe the results reported by the authors and answer the question, "Did the authors address their primary purpose/research question?" (slide 11)

**20 points possible**
## Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Likert Scale</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Attendance &amp; Promptness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Excused absences are not counted but if more than one, a remediation plan may be established.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is always prompt and regularly attends classes for the entire session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is late or leaves early once or twice, but regularly attends class for the full session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is late or leaves early more than once or twice OR has one unexcused absence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has more than one unexcused absence OR is otherwise regularly late to class or leaves early.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level of Engagement In Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student routinely offers ideas and asks questions at least once per class – in large and small group discussions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student offers ideas and asks questions in small group or large group but not both.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student talks in small group discussions but does not share ideas with other groups.</td>
<td></td>
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</tr>
<tr>
<td>Student fails to contribute to class by offering ideas or asking questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student listens when others talk, both in small groups and in class discussions. Student incorporates or builds off of the ideas of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student listens when others talk, both in small groups and in class discussions. Only sometimes reflect on others' comments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student listens when others talk, both in small groups and in class discussions. Usually does not reflect on others' comments.</td>
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</tr>
<tr>
<td>Student may or may not listen in small groups, but does not actively listen to whole group instruction/discussions.</td>
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<td></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is always prepared for class with assignments and required class materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is often prepared for class with assignments and required class materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is rarely prepared for class with assignments and required class materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is not usually prepared for class with assignments and required class materials.</td>
<td></td>
<td></td>
</tr>
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</table>

**TOTAL =** 12
DATA-BASED PROJECT RUBRIC: PART I

DESCRIPTION OF BEHAVIOR AND RATIONALE FOR SELECTING IT  4
OPERATIONAL DEFINITION OF BEHAVIOR  4

ABC
  STRUCTURALLY CORRECT  3
  OBSERVABLE TERMS USED  2
  10 OBSERVATIONS  2

SUMMARY
  INCLUDES OBSERVABLE TERMS  2
  REFLECTS ABC DATA  4
  LOGICAL CONCLUSIONS  4

DATA-BASED PROJECT RUBRIC: PART II

TYPE OF DATA COLLECTED  3
PROCEDURES USED TO COLLECT DATA  6
RAW DATA COLLECTION SHEET  3
GRAPH OF DATA  3

DISCUSSION  5
  INCLUDES OBSERVABLE TERMS  2 (ALL or none)
  AND AVOIDS EXPLANATORY FICTIONS
  REFLECTS DATA  1
  LOGICAL CONCLUSIONS  2
EDSP 415.615 Assessment in Special Education
Co-Taught with EDSP 416.616 Reading and Writing Instruction in Special Education I
Department of Counseling, Higher Education, & Special Education
University of Maryland
Spring 2017

Instructor: Dr. Kelli Cummings, NCSP
Email: kelliuc@umd.edu
Office: EDU 1311C
Phone: (301)-405-6498
Office Hours: Wednesdays, 10-11:30 and by appointment

Teaching Assistant: Alexandra Shelton
Email: ashe101@umd.edu
Office: EDU 1220

Course Meets: Tawes 1310 Wednesdays, 1:15-4:00 through 2/22
Then, EDU 1315 Mondays 2:45-4:00 and Berwyn Heights Wednesdays 1:45-3:00

Course Description
The focus of this class is to introduce students to a decision-making model (i.e., the Problem-Solving Model) for assessing and evaluating a wide range of academic concerns. As part of the course, students will obtain knowledge of and have opportunities to use an evidence-based practice for holding data team meetings and making important educational decisions about children using valid and reliable data.

Students will become proficient in using a variety of formal and informal assessment techniques and tools (e.g., curriculum-based measures, mastery measures). The broader focus of this class is on developing an understanding that student performance is dependent upon prior and current school, home, and cultural experiences. Instructional, curricular, environmental, cultural, linguistic, and student factors will be discussed throughout the class in relation to k-4 student learning and assessment. The course will discuss both traditional and alternative assessment techniques with emphasis placed on tools that lend themselves to intervention planning and evaluation of intervention effectiveness.

Required Textbook

Required Materials
- AIMSweb University Student Package
  - $39.00, Available for purchase online (see form on the EDSP Tutoring Canvas page)
- AIMSweb Online Scoring and Administration Training
  - Free, Available online at http://www.aimsweb.com/scoring-and-administration-training
- Clipboard
- Stopwatch (preferably one with no sound, or a very quiet beep)
to create a Turning account (account.turningtechnologies.com) to license your clicker and then register it through ELMS at clickers.umd.edu. Please note that it is unethical and would be considered cheating to use someone else's clicker in their absence (http://osc.umd.edu/osc/AcademicDishonesty.aspx). It is your responsibility to bring clickers to the classroom. If you forget to bring your clicker, you are entitled to have one and only one clicker assignment turned in by written answers. In addition to clickers, we will often use our laptops or tablets in class to complete group work. Only one person per group needs a computer for most tasks. If you have a laptop or tablet, please try to bring them to class each week. If you do not have personal access to a laptop you can borrow one free of charge from the library (www.lib.umd.edu/tlc/equipment) but be sure to arrange that well in advance.

- Transportation: This course includes a practicum component at Berwyn Heights Elementary School (6200 Pontiac Street * Berwyn Heights, Maryland * 20740) that will take place on Wednesdays beginning in week 6. If you have questions or concerns about getting to Berwyn Heights, please let me know as soon as possible.

Course Information & Format

- This course is co-taught with EDSP 416.616 and includes a tutoring component through a partnership with a local elementary school, Berwyn Heights. For all students working in schools, professional behavior is expected. This includes maintaining confidentiality of students and teachers with whom you work, being timely, courteous and respectful of school rules. Students are expected to wear professional attire on the days when working in schools.
- Lecture notes, homework, and other course documents may be found at www.elms.umd.edu under this course name. Necessary class handouts will be posted by Wednesday at 10:00 am. You are responsible for downloading and maintaining copies of our course materials on your personal computers so that, by the end of the semester, you will have a full copy of the course for your records and study purposes.
- Course documents relating specifically to the tutoring component of the course will also be found on ELMS. You will receive an invite to participate in this portion of the course; let me know if you have trouble accessing any of the features there.

Communication in this Course

I will primarily communicate with you outside of class via our course wiki pages, Canvas email, group messages, and Canvas Announcements. On occasion we may arrange meetings via Google Hangout (username: kellic@umd.edu) particularly if you need extra help with an assignment outside of office hours. I also will communicate with you extensively in feedback on your assignments (see p. 12 of the syllabus for details on how to view my feedback in Canvas).

I would like to hear from you, too! Your feedback is very important to me, I take your comments seriously and I want to know what's working well for you in the course (as well as anything that is not working!), as soon as possible. As a result, there are multiple ways of providing feedback in this class outside the end-of-semester evaluations. Please take advantage of my office hours, or set up an appointment to meet me on campus. Email me, through Canvas works best. I will ask you to participate in an exit ticket activity at the end of each class (see p. 11 for more details). This assignment offers another way to provide feedback about class in a timely manner that I can address immediately. You can also provide confidential feedback through my faculty mailbox in Benjamin 3214. I encourage you to let me know your thoughts on the course so that I have a chance to make improvements throughout the entire semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Topic</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Topic</th>
<th>Location</th>
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<tbody>
<tr>
<td>1/30</td>
<td>1:15-4</td>
<td>416-616</td>
<td>Intros Syllabus Background info</td>
<td>EDU 1315</td>
<td>2/1</td>
<td>1:15-4</td>
<td>415-615</td>
<td>Online class: CBM Training*</td>
<td>TWS 1310</td>
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<tr>
<td>2/6</td>
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<td>416-616</td>
<td>Oral language development Text types Read alouds</td>
<td>EDU 1315</td>
<td>2/8</td>
<td>1:15-4</td>
<td>415-615</td>
<td>CBM Practice and Book Buddies Assmt. Training Pronunciation Guide</td>
<td>TWS 1310</td>
</tr>
<tr>
<td>2/20</td>
<td></td>
<td>416-616</td>
<td>Using multi-component lessons to support reading</td>
<td>EDU 1315</td>
<td>2/22</td>
<td>1:15-4</td>
<td>415-615</td>
<td>Prepare for Tutoring Meet &amp; Greet (pre-tests)</td>
<td>TWS 1310</td>
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<tr>
<td>2/27</td>
<td>1:15-2:30</td>
<td></td>
<td>Tutoring: Meet &amp; Greet</td>
<td>BH</td>
<td>3/1</td>
<td>1:45-3:</td>
<td>Tutoring Intro (Read Aloud) and Pre-Test</td>
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<tr>
<td>3/6</td>
<td>1:15-4:00</td>
<td>416-615</td>
<td>Where do I start? Using data to drive your instruction Case studies and a closer look at your data</td>
<td>EDU 1315</td>
<td>3/8</td>
<td>1:45-3</td>
<td>Tutoring Lesson 1 (given) PM 1</td>
<td>BH</td>
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<td>3/13</td>
<td>1:15-4:00</td>
<td>416-615</td>
<td>MTSS Formal PM Informal PM Participation rating</td>
<td>EDU 1315</td>
<td>3/15</td>
<td>1:45-3</td>
<td>Tutoring Lesson 2 PM 2</td>
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<td>3/20-3/24</td>
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<td>UMD Spring Break</td>
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<tr>
<td>Date</td>
<td>Time</td>
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<td>Description</td>
<td>Course Code</td>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>4/27</td>
<td>1:15-</td>
<td>416-616</td>
<td>Intensive Intervention</td>
<td>EDU 1315</td>
<td>3/29</td>
<td>1:45-3 Tutoring</td>
<td>Tutoring: Lesson 3 PM 3</td>
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<tr>
<td>4/3</td>
<td>1:15-</td>
<td>416-616</td>
<td>PA</td>
<td>EDU 1315</td>
<td>4/5</td>
<td>1:45-3 Tutoring</td>
<td>Tutoring: Lesson 4 PM 4</td>
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<tr>
<td></td>
<td>2:45-</td>
<td>415-615</td>
<td>Goal setting and calculating slope</td>
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<tr>
<td>4/10</td>
<td>1:15-</td>
<td>416-616</td>
<td>Phonics</td>
<td>EDU 1315</td>
<td>4/12</td>
<td>1:45-3 Tutoring</td>
<td>Tutoring: Lesson 5 PM 5</td>
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<tr>
<td></td>
<td>2:45-</td>
<td>415-615</td>
<td>Response to Intervention</td>
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<tr>
<td>4/17</td>
<td>1:15-</td>
<td>416-616</td>
<td>Fluency and Writing</td>
<td>EDU 1315</td>
<td>4/19</td>
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<td>PGCPS Spring Break: No tutoring</td>
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<td></td>
<td>2:20</td>
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<td>Work independently on: Lesson planning</td>
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<tr>
<td></td>
<td>2:45-</td>
<td>415-615</td>
<td>Features of asmt.</td>
<td></td>
<td></td>
<td></td>
<td>and Final Poster Presentation</td>
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</tr>
<tr>
<td>4/24</td>
<td>1:15-</td>
<td>416-616</td>
<td>Vocab</td>
<td>EDU 1315</td>
<td>4/26</td>
<td>1:45-3 Tutoring</td>
<td>Tutoring: Lesson 6 PM 6</td>
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<td></td>
<td>2:30</td>
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<tr>
<td></td>
<td>2:45-</td>
<td>415-615</td>
<td>Evaluating Tests</td>
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</tr>
<tr>
<td>5/1</td>
<td>1:15-</td>
<td>416-616</td>
<td>Comp</td>
<td>EDU 1315</td>
<td>5/3</td>
<td>1:45-3 Tutoring</td>
<td>Tutoring: Closing and posttest</td>
<td></td>
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<td></td>
<td>2:30</td>
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<tr>
<td></td>
<td>2:45-</td>
<td>415-615</td>
<td>TIPS</td>
<td></td>
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</tr>
<tr>
<td>5/8</td>
<td>1:15-</td>
<td>416-616</td>
<td>Data team meetings: TIPS</td>
<td>EDU 1315</td>
<td>5/10</td>
<td>1:45-3 Tutoring</td>
<td>Poster Session Participation rating</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4:00</td>
<td>415-615</td>
<td>Participation Rating</td>
<td></td>
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<td></td>
<td>Note: Case Study and Case Study Poster</td>
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<td></td>
<td>Presentation Due</td>
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<td></td>
</tr>
</tbody>
</table>

The next CBM training will be this week for 415.615.

Tawes Hall, BEN = Benjamin, BH = Berwyn Heights Elementary School.
Recommended Resources

Webpages
AIMSweb 1.0 Login:
https://aimsweb.pearson.com/
AIMSweb Online Training Site:
http://www.aimsweb.com/scoring-and-administration-training
Berwyn Heights Elementary School Homepage:
http://www1.ppecs.org/berwynheights/
Center on Response to Intervention at American Institutes for Research:
http://www.rtisuccess.org/
DIBELS (Dynamic Indicators of Basic Early Literacy Skills):
http://dibels.org/
Formative Assessment System for Teachers
http://www.fastforteachers.info/
The Iris Center at Vanderbilt Peabody College:
http://iris.peabody.vanderbilt.edu/
National Center on Intensive Intervention:
http://www.intensiveintervention.org/
Research Institute on Progress Monitoring at University of Minnesota:
www.progressmonitoring.org
RTI Action Network:
http://www.rtinetwork.org/

Learning Objectives
Upon completion of the readings, assignments, and study related to the course topics you will be able to:

1. demonstrate an understanding of the range of educational decisions (e.g., screening, progress, diagnostic) that are supported by assessment of student performance [InTASC 6; EC 4; CF Educational Goals and Assessment]
2. demonstrate knowledge of basic terminology used in assessment and Multitiered Systems of Support (MTSS) practices [InTASC 6; EC 7; CF Educational Goals and Assessment]
3. demonstrate knowledge of appropriate test administration procedures [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]
4. demonstrate knowledge of the legal provisions, regulations, and guidelines regarding assessment of individuals [InTASC 6; EC 7; CF Educational Goals and Assessment]
5. demonstrate knowledge of the special educator’s role in the assessment process [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]
6. demonstrate knowledge of ethical considerations relevant to assessment as well as the implications of assessment-based decisions for various student populations [InTASC 5, 7; EC 6; CF Social and Cultural Contexts]
7. demonstrate knowledge of variables that affect student performance during various assessment procedures [InTASC 6, 7; EC 6; CF Social and Cultural Contexts]
8. distinguish among different types of tests (i.e., curriculum based measures, mastery
monitoring measures, informal measures) and specify their uses [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]

9. demonstrate knowledge and use of classroom-based assessment systems for monitoring student progress and quality of instruction [InTASC 6, 7; EC 7; CF Educational Goals and Assessment]

10. use assessment information generated from a variety of sources to individualize instruction and make data-based decisions [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]

11. match appropriate assessment procedures with specific educational decisions (e.g., screening, eligibility, instruction, placement) for children in grades k – 4 [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]

12. demonstrate knowledge of criteria used to evaluate the quality of tests including test development procedures, standardization procedures, test reliability and validity, types and interpretation of test scores; demonstrate knowledge of federal resources that describe test quality [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter]

13. demonstrate the ability to analyze and critique the quality of various assessment procedures [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]

14. demonstrate proficiency in the appropriate application and interpretation of scores obtained from various tests (i.e., scores of relative standing, norm-referenced scores) [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Subject Matter, Specialist Competence]

Course Expectations

1. Attend all class periods and participate in class discussions and activities. Regular attendance and participation in this class is required and is the best way to grasp the concepts and principles that are discussed. Events that justify an excused absence include the following:
   - participation in university activities at the request of university authorities
   - mandatory military obligation
   - religious observance during one of our class meetings days
   - student illness or the illness of an immediate family member
   - compelling circumstances beyond the student's control (e.g., death in the family, required court appearance)

To receive academic accommodation for an excused absence please notify me in a timely manner, either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, please let me know during the schedule adjustment period. All other absences must be reported as soon as is practical. You must also provide appropriate documentation of the absence. You may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, students must

1 **Major Assessment or Assignment**

Any assessment listed as a test or exam, in-class presentation or an assessment worth at least 20% of your final grade constitutes a "major assignment."

provide documentation from a physician or the University Health Center.

Work to be made up following an excused absence will typically be completed within one week of your return (i.e., by 11:59 on the seventh day following the return) but this timeline may vary depending on the type of assignment to be made up.

For more information on the University of Maryland's policy on excused absences, as well as all UMD course-related policies, please visit: http://www.ugst.umd.edu/courserelatedpolicies.html

2. **Come to class prepared to learn.** Success in this course depends upon being familiar with the readings, prior class assignments and related activities. Arrive to class on time, and bring necessary materials (i.e., clicker, laptop, assignments) to every class. When you attend class, it is my expectation that you will be fully engaged in class activities. If you use your laptop for note taking, please refrain from noncourse related activities such as using social media, texting, or continuously checking email. These behaviors, along with side conversations, are very distracting to the other students in the class as well as the course instructor. Please turn off or silence cell phones. If it is necessary to receive a call, notify the instructor, set the phone to vibrate, and take the call outside of the classroom. If I notice that a student is regularly distracted, not engaged, or posing a distraction to others, I will ask that we meet to talk about participation in class. If the behaviors continue, I will make a referral to the Teacher Candidate's advisor.

3. **Engage in respectful discussions and be open to new or different ideas.** Throughout this class you will be challenged to think critically about the impact of cultural, sociological, and experiential events on students' behavior and learning. These may be different from your own perspective as a learner but are critical to understanding the perspective of your students as a professional who is working with diverse learners. Please participate in discussions openly and respectfully using **person-first language** when speaking and writing about people with disabilities and other groups, and use acceptable terminology when addressing issues of gender, race, ethnicity, disability, sexual orientation, and other areas of diversity. Students are encouraged to take risks in class by asking difficult questions and sharing their stories and comments. It is acknowledged that the instructor or students may make mistakes in this regard, but it is everyone's responsibility to respond constructively to any conflicts or problems that arise. Language used in assignments and class discussions (written and spoken) should be respectful and professional at all times. All people will be treated respectfully in this course.

4. **Turn in assignments on time.** All assignments must be completed before the beginning of class and submitted on or before the assigned due date. **Late work will not be accepted.** Most all assignments will be turned in on Canvas and the time stamp on Canvas will be used to determine when the assignment was submitted. All work submitted for the class must be legible, clearly organized, and proofread. Standard APA formatting will be used in the course, typed work will be 12-point font, with one-inch margins, and double spacing.

5. **Complete your work with honesty and academic integrity.** The University of Maryland has a nationally recognized Code of Academic Integrity. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students and is an important resource for you. As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The Student Honor Council (SHC) is a resource on campus for both students and faculty that educates the community on academic integrity as well developed the honor pledge, which has been in use campus-wide since September, 2002.
I pledge on my honor that I have not given or received any unauthorized assistance on this assignment (or examination).

For more information on academic integrity at the University of Maryland, please visit the SHC website: http://www.shc.umd.edu/SHC/Default.aspx.

Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Compliance with the code of academic integrity is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. This instructor, as well as any students who become aware of a violation in academic honesty, are required to report it to the Honor Council (301-314-8204; HonorCouncil@umd.edu).

6. College of Education Foundational Competencies: The College of Education Foundational Competencies Policy was adopted in November, 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with the candidate’s performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (8/3/05; updated 8/18/11).


7. Course Evaluations (CourseEvalUM): Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member and feedback is confidential and important to improve teaching and learning at UMD as well as to the tenure and promotion process. Go to www.coursesevalum.umd.edu to complete your evaluations. For Masters students: Occasionally fewer than five Masters students are enrolled in the class and thus the CourseEvalUM system will not generate a review form for students in 615. In cases such as these, the College of Education has developed an anonymous Qualtrics survey that will be sent out in lieu of the CourseEvalUM request. Please complete this survey to ensure that the 615 students' voices may be heard.

### Assignments

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/1</td>
<td>CBM Online Training Certificates</td>
<td>0</td>
</tr>
<tr>
<td>2/8, 4/3, 4/24</td>
<td>In-Class Learning Assignments (10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Pretest Due 3/3</td>
<td>Lesson Plans (LP)</td>
<td>120</td>
</tr>
<tr>
<td>Remaining lessons are ongoing (see master schedule) No grade for LP1 or the Closing lesson</td>
<td>Class Participation (CP)</td>
<td>20</td>
</tr>
</tbody>
</table>
A. CBM Online training: On 2/1, in lieu of class, you will complete online training modules on the administration and scoring of Curriculum-Based Measures (CBM) in reading: Oral Reading Fluency (OR), Reading Maze (R-Maze), Tests of Early Literacy (TEL), and Written Expression (WE-CBM). This assignment will count towards your overall participation and is due 2/1 by 4:00pm.

B. In-Class Application Assignments. During the semester there will be class application activities that will build on course activities for that week. There will be three such assignments that will count for course points. All in-class assignments will be due at the end of class. For each of the application assignments, the instructor will give a sheet with the instruction for each assignment. Some activity might be based on a scenario or a video.

This assignment is worth 30 points (10 per activity). 

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/8:</td>
<td>Pronunciation Guide—Reaction</td>
<td>10</td>
</tr>
<tr>
<td>4/3:</td>
<td>Calculating slope</td>
<td>10</td>
</tr>
<tr>
<td>4/24:</td>
<td>Evaluating tests</td>
<td>10</td>
</tr>
</tbody>
</table>

C. Lesson Plans.

Part 1. Pre-Test Data Summary. On 3/1 you will collect winter benchmarking data with your tutees. Four CBM measures (i.e., Oral Reading Fluency, Letter Sound Fluency, Nonsense Word Fluency and Written Expression) will be administered along with the Book Buddies (2009) Spelling Test. A summary of these data will be due after the session for feedback. A revised summary of these data (based on instructor feedback) will also be included as part of the Formal Case Study.

This assignment is worth 30 points and is due 3/3 by 9:00am.

Part 2. Ongoing Lesson Planning

Objective: use assessment information generated from a variety of sources (including published formal and informal assessments; norm-referenced achievement tests, curriculum-based measurement, curriculum-based evaluation, and curriculum-embedded tests) to make instructional data-based decisions [InTASC 6, 7; EC 7; CF Educational Goals and Assessment, Learners, Pedagogy]

In conjunction with the tutoring program you will write a series of five lesson plans. These lesson plans will follow a set structure:

I. Goals and Objectives
II. Behavior Support and Classroom Management
III. Instructional Sequence and Learning Strategies
IV. Summarize Evaluation and Evidence
   A. Data Collection Description
   B. Results are tabulated, graphed, and summarized
   C. Describe the student’s present level of performance
V. Reflection and Commentary on Student Progress
   A. Describe and reflect on student results.
   B. Explain the type of feedback that you provided the focus learner during the lesson.
C. Reflection on instruction for this week, links to next week’s lesson based on progress

A rubric indicating expectations for each section of the lesson plan above will be used for grading and feedback. Sections I-III will be scored as part of the grade for EDSP 415.616 and Sections IV-V will be scored as part of the grade for EDSP 415.615. Section III will be weighted heavily for EDSP 415.616 and Section IV will be weighted heavily for EDSP 415.615. Section IV will include multiple components (i.e., A-C above) and focus on several skills (i.e., graphing progress monitoring data, summarizing nonstandardized error analysis or assessments and linking next steps in instruction to the data collected).

Sections I-III will be due for grading and feedback on the Monday before tutoring (9 am on 3/13/17) on the EDSP Tutoring 2017 Canvas site. The completed lesson plan including Sections IV and V will be due for grading and feedback on the Friday after tutoring (9 am on 3/17/17) on the EDSP Tutoring 2017 Canvas site. Grading and feedback on the upcoming Sections I-III and the previous Sections IV-V will be provided your instructors by midnight on the day received. So Dr. Wexler will provide feedback for Sections I-III on Tuesday by midnight and Dr. Cummings will provide feedback for Sections IV and V) by Friday at midnight.

Each lesson plan is worth 20 points; there will be a total of five lesson plans submitted for credit (100 points).

D. Iris Module Questions. In lieu of class on Monday, 3/27, there will be an online assignment. Please complete the following online module Iris Module: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization. Linked here:
http://iris.peabody.vanderbilt.edu/module/dbi2/#content

There will be 5 questions for you to answer after completing this assignment; a total of 10 points possible. This assignment is due 3/27 by 4:00pm.

E. Data Team Meeting. During the last week of class (5/8) we will hold simulated data team meetings. In groups of four, students will use Team-Initiated Problem Solving (TIPS) to carefully consider each student's data portfolio and plan recommendations for next steps. Groups will collectively complete a checklist and take notes; these will be handed in for a group grade.

The completed checklist and notes are worth 20 points.

F. Case Study. The case study assignment will provide you with an opportunity to bring together all that you have learned in the tutoring program. The case study serves as the final project in this class and consists of a formal write up of your student's progress throughout the course of a semester. A formatted progress monitoring graph will be included along with summaries of his or her error patterns and beginning and ending performance levels. This write-up will contain the following components:

I. Description of the Learner
II. Pre-Intervention Performance Levels
   A. Results from initial (winter) benchmarking
   B. Progress monitoring level
   C. Need for support
   D. Noted error patterns, success patterns
   E. Tier of support recommendation

III. Instruction
IV. Post-Intervention Performance Levels
   A. Results from final (spring) benchmark
   B. Completed progress monitoring graph
   C. Summarization of slope and post-intervention level
   D. Noted error patterns, success patterns
   E. Tier of support recommendation

V. Recommendations for Future Instruction

Sections I, III, and V. will be graded for EDSP 416.616. Sections II and IV will be graded for EDSP 415.615. Section I will include background information on your tutee. Section II will include information about the pre-test and initial objectives you set for instruction. Section III will include information about what you did for instruction for each component of the lesson across the five lessons you implemented. Section IV will include information about the progress monitoring measures you administered throughout tutoring and the post-test. Section V will include recommendations for future instruction based on the progress monitoring and post-test data. Specific requirements for these sections will be given to you by Dr. Cummings and Dr. Wexler later in the semester.

The case study should be formatted in black and white or grayscale with 12-point font, 1" margins, and double spacing. Graphs and other figures may use different formats. Sections in the case study should be clearly indicated with headings. The case study should be submitted to the EDSP Tutoring 2017 Canvas site by the deadline of 5/10. The case study is worth 50 points.

G. Participation. Class attendance and participation are also evaluated throughout the semester. Students will be evaluated based on their participation in small-group activities (evidenced through work completion, group assignments, notes, etc.), class discussion, in-class presentations, responses to clicker queries, and responses to exit tickets (see below). Please note that in order to participate fully in the class, you must attend class and arrive on time. Approximately halfway through the course, I will ask you to evaluate yourself using the rubric posted at the end of the syllabus. I will then provide my evaluation and you will receive an average midterm participation score (10 pts. possible). We will repeat the process at the end of the course for the average final participation score (10 pts. possible). (20 points total)

The Exit Ticket is a formative assessment allows me to collect information from you at the end of each class regarding your understanding of covered content and your enjoyment of class. I will allow five minutes at the end of each class for you to complete an exit ticket on ELMS (the link to complete each exit ticket will be linked to class page). You will select a value between 1 (low) and 5 (high) to indicate your understanding and enjoyment of the class. You will also record any questions or confusion you are facing. We will compute weekly averages and share these data throughout the semester. Submitting your self-each week will count towards your overall participation score.

Extra Credit: In the interest of fairness and equity, there are no extra credit assignments or special arrangements available to make up for low performance on any graded course work. The instructor may, however, provide opportunities for class-wide extra credit – but there is no guarantee of extra credit throughout the semester. In this class you will have several opportunities for self-evaluation and formative assessment data for your own performance. In addition, I may offer extra credit incentives as
long as the whole class has an equal opportunity to access those incentives. I may also choose to curve a single assignment, but only in extreme cases.

A Note on Grading and Feedback in this Course: Most of your assignments will be graded in Canvas as electronic submissions. My grading style is to make comments and annotations on the papers you submit. In order to see my comments, please click on the "view feedback" button. Scroll to the bottom of this page for details: https://guides.instructure.com/mi/4212/54359-how-do-i-view-instructorcomments.
In order to see my annotations, another step is required. This is the most important step for you to see my individualized comments and suggestions for your work. Please follow the detailed instructions on the following help page and see me for assistance if you have any trouble: https://guides.instructure.com/mi/4212/3523497/data-resolve-url=true&data-manual-id=4212

Need Help?
The University of Maryland offers many options to support you. You have already paid for these services, so don't be afraid to take advantage of them!
Writing Center: http://www.english.umd.edu/academics/writingcenter
UMD Counseling Center: If you feel you are encountering problems that hamper your academic performance or life on campus, contact the Counseling Center 301-314-7651 or Mental Health Services 301-314-HELP for resources or referrals or visit their website: http://www.counseling.umd.edu/
Academic Coaching: In addition to tutoring services and academic advising (http://www.tutoring.umd.edu/) you have access to academic coaching services. https://www.shadygrove.umd.edu/campus-services/cas/coaching

Additional UM Policies
Accommodations for Students with Disabilities: If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at http://www.counseling.umd.edu/DSS/receiving_serv.html It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities so that I can ensure reasonable accommodations are made to assist learning and evaluation in the class.

Course Incompletes: In compliance with University of Maryland Policy, the mark of 'T' is an exceptional mark that is an instructor option. It is given only to a student whose work in a course has been qualitatively satisfactory, when, because of illness or other circumstances beyond the student's control, he or she has been unable to complete some small portion of the work of the course. In no case will the mark 'T' be recorded for a student who has not completed the major portion of the work of the course. http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1536

Office of Student Conduct: If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct – this may result in being charged under the University's Code of Student Conduct or being referred for counseling or mental health interventions, if appropriate. 301.314.8204 or studentconduct@umd.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td>1/25</td>
<td><strong>Module 1: Administering and Scoring Common Educational Assessments</strong></td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Class</td>
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<td></td>
<td>Review of Syllabus and Tutoring components</td>
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<td></td>
<td>History of Assessment</td>
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</tr>
<tr>
<td>2/1</td>
<td><strong>Online class: CBM Training</strong></td>
<td>*CBM Ch. 3, 4, and 6</td>
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<tr>
<td></td>
<td>(<a href="http://www.airnweb.com/scoring-and-administration-training">http://www.airnweb.com/scoring-and-administration-training</a>)</td>
<td></td>
</tr>
<tr>
<td>2/8</td>
<td>CBM Practice</td>
<td>*Louisa Moats Chapter</td>
</tr>
<tr>
<td></td>
<td>Book Buddies Spelling Test</td>
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<tr>
<td></td>
<td>Pronunciation Guide</td>
<td></td>
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<tr>
<td>2/15</td>
<td>Process of Inquiry: <em>Is there a problem?</em></td>
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<td></td>
<td>Survey Level Assessment</td>
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<tr>
<td>2/22</td>
<td>Prepare for Tutoring Meet and Greet, Pretesting</td>
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<tr>
<td></td>
<td>Discuss praise vs. feedback in an instructional context</td>
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<td></td>
<td><strong>Module 2: Progress monitoring and Data-based Individualization</strong></td>
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<td></td>
<td></td>
<td>READ: <a href="http://www.intensiveintervention.org/resource/dbi-process-overview">http://www.intensiveintervention.org/resource/dbi-process-overview</a></td>
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<tr>
<td>3/13</td>
<td>Multitiered Systems of Support</td>
<td>8, 10</td>
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<tr>
<td></td>
<td>Formal and Informal progress monitoring</td>
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<td>3/20</td>
<td>UMD Spring Break</td>
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<tr>
<td>3/27</td>
<td><strong>Online class: Intensive Intervention</strong></td>
<td>WATCH: <a href="http://iris.peabody.vanderbilt.edu/module/cbi1/cresource/q1/p02/">http://iris.peabody.vanderbilt.edu/module/cbi1/cresource/q1/p02/</a></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>------</td>
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</tr>
<tr>
<td>4/3</td>
<td>Goal setting and calculating slope</td>
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</tr>
<tr>
<td>4/10</td>
<td>Response to Intervention</td>
<td>12</td>
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<tr>
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<td><strong>WATCH:</strong></td>
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<td><a href="http://iris.peabody.vanderbilt.edu/module/rt02-assessment/">http://iris.peabody.vanderbilt.edu/module/rt02-assessment/</a></td>
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<tr>
<td>4/17</td>
<td>Features that make a reliable and valid Assessment</td>
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<td>4/24</td>
<td>Evaluating Tests</td>
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<td><strong>REVIEW:</strong></td>
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<td><a href="http://www.intensiveintervention.org/chart/progress-monitoring">http://www.intensiveintervention.org/chart/progress-monitoring</a></td>
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**Module 4: Use of Assessment in Schools**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/1</td>
<td>Team-Initiated Problem Solving Part 1</td>
<td>11</td>
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<tr>
<td></td>
<td>How to do it</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>TIPS Simulated Data Team Meetings</td>
<td></td>
</tr>
<tr>
<td>5/10</td>
<td>Poster Session</td>
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</tbody>
</table>

*Readings marked with an asterisk will be posted online.

**GRADING:** Point values will be assigned to exams and assignments. Final letter grades will subsequently be assigned on the basis of overall class performance and will be rounded. Letter grades correspond to the point cutoffs listed here. Please note: It is possible to earn the following grades in this class: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. The "+" and "-" have been added to grades in order to allow for more nuance and precision in the evaluation process. Grades will be assigned according to the following chart:

<table>
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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
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<td>80.00</td>
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<td>C+</td>
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</tbody>
</table>

**FORMAL APPEALS OF FINAL GRADES:** I am happy to discuss any of your grades with you, and if I’ve made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing within one week of receiving the grade. Do not wait until the end of the semester to review earlier assignments and exams. All students should be aware of the University of Maryland’s policy on “arbitrary and capricious grading” and understand the process by which they can appeal a final grade: https://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-120b
## Class Participation Rubric

<table>
<thead>
<tr>
<th>Attendance &amp; Punctuality</th>
<th>10 - 9</th>
<th>8 - 6</th>
<th>5 - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends every class and always arrives on time.</td>
<td>Misses no more than 1 or 2 classes during the semester.</td>
<td>Frequently misses class.</td>
<td></td>
</tr>
<tr>
<td>Consistently respects and adheres to the class schedule including, but not limited to, timed breaks.</td>
<td>Arrives late/leaves early no more than 2 times to class during the semester.</td>
<td>Frequently arrives late to class (arriving anytime after class start time) or needs to leave early regularly.</td>
<td></td>
</tr>
<tr>
<td>Consistently participates fully without prompting in every aspect of class (general class discussion, discussions of readings, simulations, role plays, peer reviews, or other activities).</td>
<td>Regularly respects and adheres to the class schedule including, but not limited to, timed breaks.</td>
<td>Inconsistently respects and adheres to the class schedule including, but not limited to, timed breaks.</td>
<td></td>
</tr>
<tr>
<td>Does not engage in unrelated conversations or unrelated work.</td>
<td>Regularly participates in every aspect of the class without prompting.</td>
<td>Occasionally participates (with or without prompting) in every aspect of class.</td>
<td></td>
</tr>
<tr>
<td>Phones and other electronic devices are silent for the duration of the class.</td>
<td>Rarely engages in unrelated conversations and unrelated work.</td>
<td>Engages in unrelated conversations or work.</td>
<td></td>
</tr>
<tr>
<td>Laptop computers, tablets, or other devices are only used to take notes or to access relevant course materials—NOT used for non-course related activities.</td>
<td>Phones and other electronic devices are rarely audible.</td>
<td>Uses electronic devices for non-course related activities during class time.</td>
<td></td>
</tr>
<tr>
<td>Reads every assigned reading and comes to class ready to discuss and provide thoughtful, reflective comments.</td>
<td>Laptop computers, tablets, or other devices are used to take notes or to access relevant course materials.</td>
<td>Frequently comes to class unprepared. This is evident in very infrequent participation in class activities.</td>
<td></td>
</tr>
<tr>
<td>Always brings required coursework materials to class including course syllabus, textbook, lesson plans, readings, and additional requested materials.</td>
<td>Rarely, these devices are used for non-course related activities.</td>
<td>Regularly fails to bring coursework materials to class including course syllabus, textbook, lesson plans, readings, and additional requested materials.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL OUT OF 10:**
EDSP 451/652: Curriculum and Instruction: Elementary Special Education
College of Education: Counseling, Higher Education and Special Education
Fall 2016

Course Instructor
Sarah B. Mallory, Ph.D.
Email: sbhm@umd.edu
Phone: 301-405-7350
Office: EDU 1240C
Office Hours: Monday 11:00-1:00 & Thursday 11:00-1:00

Class Location and Time
Lecture: EDU 1107
Monday: 1:15-3:15

Required Materials

Additional resources and materials will be made available on Canvas.

Course Overview
The purpose of this course is to introduce Teacher Candidates to the evidence-based practices used with elementary-aged students with high incidence disabilities. Teacher Candidates will become fluent in instructional strategies, accommodations, modifications, adaptations, teaching models, and the least restrictive environments that benefit children with high incidence disabilities. Further, Teacher Candidates will be introduced to formal lesson planning, explicit instruction, Maryland College and Career Readiness Standards, and Maryland Individual Education Plans. Finally, as the first professional course in the Special Education Program in the College of Education at University of Maryland, Teacher Candidates will become familiar with the Special Education Program, College of Education, MSDE, CAEP, and CEC expectations and requirements for graduation and licensure.

This knowledge will be acquired through the use of:
(1) Course readings
(2) Class lectures
(3) Class discussions and activities
(4) Class assignments and assessments
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments and Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-Aug</td>
<td>Syllabus and Course Structure • Programmatic Highlights</td>
<td>Archer &amp; Hughes: <em>Chapter 1 (all)</em> <em>Chapters 2</em> *Read all of text and skim examples, as needed</td>
</tr>
<tr>
<td>5-Sep</td>
<td>No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>12-Sep</td>
<td>Lesson Plan Structure • MSDE College and Career Readiness Standards</td>
<td>Archer &amp; Hughes: Chapters 3-4 *Read all of text and skim examples, as needed</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Implicit Instruction I</td>
<td></td>
</tr>
<tr>
<td>26-Sep</td>
<td>Implicit Instruction II</td>
<td>Archer &amp; Hughes: Chapters 6-7 *Read all of text and skim examples, as needed</td>
</tr>
<tr>
<td>3-Oct</td>
<td>Writing Strong Lesson Plan Objectives • Quiz Review</td>
<td>Archer &amp; Hughes: Chapters 8 *Read all of text and skim examples, as needed</td>
</tr>
<tr>
<td>10-Oct</td>
<td>In-Class Quiz • Individualized Education Plans • FL Activity 1</td>
<td>Materials loaded in Canvas folder &quot;IEPs&quot;</td>
</tr>
<tr>
<td>17-Oct</td>
<td>Co-teaching and Professional Collaboration • LREs of High Incidence Students</td>
<td>Salend: Chapter 5 *FL Activity 1 DUE at start of class</td>
</tr>
<tr>
<td>24-Oct</td>
<td>Differentiating Instruction to Meet Individual Learner Needs I • What Works Clearing House • Review Poster Presentation Assignment</td>
<td>Salend: Chapter 8 *Field Placement Assignment DUE at start of class</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Differentiating Instruction to Meet Individual Learner Needs II • FL Activity 2</td>
<td>Carter, Prater, &amp; Dyches: *Attention *Motivation and Attribution *Learning Information *Remembering Information *Memory *Concept Formation</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Accessing and Participating in Group Lessons and Activities I</td>
<td>Salend: *Chapter 9 (pp. 330-343) *Chapter 6 (pp. 188-196) *FL Activity 2 DUE at start of class</td>
</tr>
<tr>
<td>14-Nov</td>
<td>Accessing and Participating in Group Lessons and Activities II • FL Activity 3</td>
<td>Carter, Prater, &amp; Dyches: *Completing Assignments *Accessing Printed Material *Accessing Curriculum and Instruction</td>
</tr>
<tr>
<td>21-Nov</td>
<td>Socialization &amp; Friendship</td>
<td>Salend:</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>28-Nov</td>
<td>Formative and Summative Assessments in Lesson Planning</td>
<td></td>
</tr>
<tr>
<td>5-Dec</td>
<td>Poster Presentations</td>
<td>Field Placement Assignment DUE at start of class</td>
</tr>
<tr>
<td>12-Dec</td>
<td>Practice Lesson Plan</td>
<td>FL Activity 4 DUE at start of class</td>
</tr>
</tbody>
</table>

Course Requirements

Course Readings
Course readings are assigned on a weekly basis. Please take note of the pages and sections that are assigned on the course calendar, as many chapters will be read out of order or not read in full. It is expected that Teacher Candidates complete their weekly reading by their due dates in order to participate in course discussions and activities. Course readings will not be retaught in class; instead they will be expanded and built upon. Teacher Candidates are responsible for all the content in the assigned readings whether it is reviewed in class or not.

In-Class Quiz
An in-class quiz will be given on October 10, 2016. The quiz will assess Teacher Candidates’ understanding of the fundamentals of lesson planning and the principles of explicit instruction. A review session and additional details about the quiz will be provided on October 3, 2016.

Focus Learner Activities
Teacher Candidates will complete a series of activities related to students they observe in their field placement site. Activities will be started in class and due at the start of class the following week. Teacher Candidates may use different students for each activity; using the same student for multiple activities is also permitted.

1. Focus Learner Description and IEP Goal (DUE: October 17)
Select a focus learner and write (1) a detailed focus learner description about his/her area of need, and (2) an IEP goal and objectives about that area of need.

2. Focus Learner Evidence Based Practice (DUE: November 7)
Select a focus learner with an area of need discussed during the October 24 or October 31 class lectures. Select an appropriate evidence-based practice to meet his/her area of need and (1) describe the hypothetical application of that evidence-based practice for your focus learner, and (2) justify why that evidence based practice matches the strengths, needs, and/or interests of your focus learner.
3. Focus Learner Evidence Based Practice (DUE: November 21)
Select a focus learner with an area of need discussed during the November 7 or November 14 class lectures. Select an appropriate evidence-based practice to meet his/her area of need and (1) describe the hypothetical application of that evidence-based practice for your focus learner, and (2) justify why that evidence based practice matches the strengths, needs, and/or interests of your focus learner.

4. Focus Learner Lesson Plan Data Collection (DUE: December 5)
Select a focus learner from your high incidence field placement with an area of need discussed in this course. Write a (1) focus learner description, (2) lesson plan objective, and (3) lesson plan data collection sheet.

**Poster Presentations**
Working in the same groups that were assigned for the field placement, Teacher Candidates will create a poster presentation about evidence-based practices that could be used with the students who were observed in the high incidence field placement classroom. Teacher Candidates will use *What Works Clearinghouse*, course materials, and other professional materials to research and share potential strategies that could be used to support a child or children with a disability in a specific area of need. The Poster Presentation assignment will be reviewed in class on October 24, 2016. A detailed description, assignment rubric, and assignment materials will be shared at that time and posted to Canvas. Poster presentations will be presented in class on December 5, 2016.

**Take Home Exam: Lesson Plan**
A take home exam will be distributed on the final day of class. It is to be completed independently and submitted digitally via Canvas. The exam will be cumulative and assess Teacher Candidates’ ability to *apply* the content learned in the course by developing a lesson plan for a hypothetical focus learner. The final exam will be due one week after the last day of class. A course summary and lesson plan review session will be held on the final day of class.

**Field Placement Requirements**
All teacher candidates are required to submit seven requirements: CITI Training, Fingerprinting, Attendance Sheet, Professional Resume, Field Placement Observation Notes/Log, Field Placement Activity Notes/Log, and Field Placement Commentaries. All assignments are described and due dates are presented in the EDSP Field Placement Description, Requirements, and Assignment document.

**Grading**
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>10</td>
</tr>
<tr>
<td>Focus Learner Activities</td>
<td>20</td>
</tr>
<tr>
<td>FL Activity 1</td>
<td>(4)</td>
</tr>
<tr>
<td>FL Activity 2</td>
<td>(5)</td>
</tr>
<tr>
<td>FL Activity 3</td>
<td>(5)</td>
</tr>
<tr>
<td>FL Activity 4</td>
<td>(6)</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>20</td>
</tr>
<tr>
<td>Field Placement Activity Log &amp; Commentary</td>
<td>20</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Letter Grade</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>A</td>
<td>97-93</td>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>D-</td>
<td>62-60</td>
</tr>
</tbody>
</table>

Conceptual Learning Standards
Upon successful completion of this course, Teacher Candidates demonstrate understanding of the following MTTS, InTASC, CEC and UMD College of Education Conceptual Standards:

**UMD College of Education Conceptual Standards:**
Domain 2: Knowledge of pedagogy, knowledge of learners, & knowledge of curriculum

**Maryland Teacher Technology Standards:**
Standard V: Integrating Technology into the Curriculum and Instruction
Standard VI: Assistive Technology

**InTASC Standards:**
1. Learner Development
3. Learning Environment
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies

**CEC Initial Preparation Standards:**
Standard 1: Learner Development and Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies

University, College, Program, and Course Policies
Please note the University's policies on Academic Integrity, Code of Student Conduct, Sexual Misconduct, Discrimination, Accessibility, Attendance/Absences/Missed Assignments, Student Rights, Official UMD Communication, Mid-Term Grades, Complaints about Course Final Grades, Copyright and Intellectual Property, Final Exams & Course Evaluations, and Campus Resources: [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

Additional Notes About University/Program/Course Policies:

- **Attendance:** Teacher Candidates are expected to attend all class sessions and be active participants in class discussions and activities. Attendance will be taken at the beginning of each class meeting. If a Teacher Candidate is late for class it is the Teacher Candidate's responsibility to check in with the course instructor at the end of the class meeting in order to receive attendance credit. Documentation and/or written notification of all absences should be loaded to Canvas under Attendance. Emailed or hard copies of documentation and/or notifications will NOT be accepted. It is the Teacher Candidate's responsibility to gather missed notes and/or materials from his/her classmates. Specific questions about a missed class lecture or activity may be addressed during the instructor's office hours.

- **Class Disruptions and Use of Technology:** Teacher Candidates are permitted to use tablets, laptops, and other devices for note-taking purposes only. Cell phones and smartphones are not permitted for use during class. Using cell phones/smartphones and/or using devices for purposes other than note taking is disruptive to the class. Class disruptions of any form (e.g. inappropriate use of technology or side-bar conversation) will not be tolerated and Teacher Candidates may be asked to leave should they engage in such activities. Teacher Candidates who are asked to leave class will not receive credit for class attendance, activities or participation for that day.

- **Assignment Submission:** All assignments should be completed independently, unless noted otherwise. Written assignments should be (1) double-spaced, (2) typed in 12-point, Times New Roman font, (3) have 1-inch margins, and (4) use person-first and dignified language when discussing individuals with disabilities. Assignments that do not meet these specifications are subject to loss of points. 
**Late assignments will not be accepted and will receive no points** unless there are documented extenuating circumstances. Extenuating circumstances include those circumstances outlined in the University's excused absence policies. Teacher Candidates asking for an extension for one of these reasons must notify the instructor in advance and supply appropriate written documentation of the cause.

- **Extra credit assignments are not offered in this course, nor is it possible to resubmit assignments.** Assignments are graded one time only; Teacher Candidates are not allowed to rewrite or redo any assignment. If you have questions before an assignment is due, send any questions by email, make an appointment, or ask during office hours. Allowing Teacher Candidates to rewrite assignments after evaluation leads to initial submissions.
that are sloppy or done at the last minute. Please take care to complete the assignments appropriately on the first submission.

- **College of Education Foundational Competencies Policy**: The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Students in the College. Performance that meets the Foundational Competencies is expected across all settings. If concerns arise, a referral will be made to the student’s advisor.
University of Maryland Libraries

DATE: 1/8/2018

TO: Dr. Philip Burke, Director, Institute for the Study of Exceptional Children and Youth
College of Education
Department of Counseling, Higher Education, and Special Education (CHSE)

FROM: On behalf of the University of Maryland Libraries:
Tahirah Akbar-Williams, Education and African American Studies Librarians
Maggie Saponaro, Head of Collection Development
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment for Certificate Program in Special Education

We are providing this assessment in response to a proposal by the Dr. Philip Burke in the Counseling, Higher Education, and Special Education (CHSE) to create Post-Baccalaureate Certificate in Professional Studies: Special Education for General Education Teachers in Inclusive Classrooms asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

Since this is an online program, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on Special Education for General Education Teachers in Inclusive Classrooms.

The Libraries subscribe to several of the top ranked journals that are listed in the Special Education for General Education Teachers in Inclusive Classrooms category in the Social Science Edition of Journal Citation Reports. * These journals include the following, all of which are available online:

- *Journal of Fluency Disorders*, Elsevier ScienceDirect Journals
- *Exceptional Children*, Sage Publication
- *Journal of Emotional and Behavioral Disorders*, Sage

Moreover, many articles in journals that we do not own likely will be available through Interlibrary Loan/Document Delivery.
*Note: Journal Citation Reports is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the Social Sciences Citation Index database tools.

Databases

The Libraries’ Database Finder (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Students and faculty should first refer to their Research/Subject Guide (http://lib.guides.umd.edu/edsp) to learn how to access and search the list of core and supplemental databases and other important materials in Special Education. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of Special Education are ERIC, Education Source, Education Index Retrospective, Teacher Reference Center and Professional Development Collection. Some of the other subject databases that would be relevant to this curriculum include: PsycARTICLES and PsycINFO.

Additionally, four general/multidisciplinary databases, Academic Search Complete and Academic Search Premier, MasterFILE Premier and ProjectMUSE are good sources of articles relevant to this topic.

In many—and likely in most—cases, these indexes offer full text copies of the relevant journal articles. In those instances, in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through either the Libraries’ Scan & Deliver Program (http://www.lib.umd.edu/access/scan-deliver) or via Interlibrary Loan. (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in Special Education and Inclusive Classrooms and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. The subject liaison for the College of Education has increased purchases of e-books. Even in instances when the books are only available in print, graduate students will be able to request specific chapters for online delivery through the Libraries’ Scan & Deliver program (Note: see below).

A search of the University of Maryland Libraries’ WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own 2,600 using the subject term Special Education and Inclusive Classrooms. A further search revealed that the Libraries’ membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations by 3,200 using the subject term Special Education and Inclusive Classrooms. As with our own materials, graduate students can request that chapters be copied from these BTAA books if the books are not available electronically.
Scan & Deliver and Interlibrary Loan

These services offer online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Scan & Deliver and Interlibrary Loan are available free of charge.

The Scan & Deliver service scans and delivers journal articles and book chapters within three business days of the request—provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, Scan & Deliver will automatically refer the request to Interlibrary Loan (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. Also, we offer streamed movies that students and faculty can access or incorporate into their ELMS site via Education in Video, Films on Demand - Master Academic Collection, and Kanopy PDA. GIS Datasets are available through the GIS Data Repository (http://www.lib.umd.edu/gis/dataset) while statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) and technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

The subject specialist librarian for the discipline Tahirah Akbar-Williams (takbarwi@umd.edu) also serve as an important resource to programs such as the one proposed.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in Special Education. These include the Library of Congress, the National Archives, and Maryland Department of Education to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in Special Education.
materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Post-Baccalaureate Certificate in Professional Studies: Special Education for General Education Teachers.
APPENDIX C – Library Assessment
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Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. Also, we offer streamed movies that students and faculty can access or incorporate into their ELMS site via Education in Video, Films on Demand - Master Academic Collection, and Kanopy PDA. GIS Datasets are available through the GIS Data Repository (http://www.lib.umd.edu/gis/dataset) while statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) and technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

The subject specialist librarian for the discipline Tahirah Akbar-Williams (takbarwi@umd.edu) also serve as an important resource to programs such as the one proposed.

Other Research Collections

Because of the University’s unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in Special Education. These include the Library of Congress, the National Archives, and Maryland Department of Education to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in special education.
materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Post-Baccalaureate Certificate in Professional Studies: Special Education for General Education Teachers.
APPENDIX D - 5 Year Projected Budget for Certificate Program

Please see attached files with the budget pages for the program.
### TABLE 1: RESOURCES

<table>
<thead>
<tr>
<th>Resources Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reallocated Funds</td>
<td>$47,415</td>
<td>$29,603</td>
<td>$905</td>
<td>$4</td>
<td>$3</td>
</tr>
<tr>
<td>2. Tuition/Fee Revenue (c+g below)</td>
<td>$102,450</td>
<td>$126,628</td>
<td>$163,034</td>
<td>$201,510</td>
<td>$230,617</td>
</tr>
<tr>
<td>a. #FT Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Annual Tuition/Fee Rate</td>
<td>$683.00</td>
<td>$703.49</td>
<td>$724.59</td>
<td>$746.33</td>
<td>$768.72</td>
</tr>
<tr>
<td>c. Annual FT Revenue (a x b)</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>d. # PT Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Credit Hour Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Annual Credit Hours</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>g. Total Part Time Revenue (d x e x f)</td>
<td>$102,450</td>
<td>$126,628</td>
<td>$163,034</td>
<td>$201,510</td>
<td>$230,617</td>
</tr>
<tr>
<td>3. Grants, Contracts, &amp; Other External Sources</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>4. Other Sources</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>TOTAL (Add 1 - 4)</td>
<td>$149,865</td>
<td>$156,231</td>
<td>$163,939</td>
<td>$201,510</td>
<td>$230,617</td>
</tr>
</tbody>
</table>

#### Undergraduate (FY2018)

- **Resident tuition**: $8,481.00
- **Non-resident tuition**: $31,688.00

#### Graduate (FY2018)

- **Resident tuition**: $16,392.00
- **Non-resident tuition**: $35,376.00

**Change 2b and 2e**, depending on whether this is a graduate or undergraduate program.

Tuition and Fees can be found at https://bursar.umd.edu/

If the program is using something other than the standard rates, it must be approved by the Finance Committee prior to program delivery. Please contact the Office of Academic Planning and Programs.

Mandatory fees should not be included, because they support specified campus activities that are not part of an academic program.

Specific program fees should be included as a resource to operate the program.
<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty (b+c below)</td>
<td>$54,000</td>
<td>$55,620</td>
<td>$57,289</td>
<td>$59,007</td>
<td>$60,777</td>
</tr>
<tr>
<td>a. #FTE</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$50,000</td>
<td>$51,500</td>
<td>$53,045</td>
<td>$54,636</td>
<td>$56,275</td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td>$4,000</td>
<td>$4,120</td>
<td>$4,244</td>
<td>$4,371</td>
<td>$4,502</td>
</tr>
<tr>
<td>2. Admin. Staff (b+c below)</td>
<td>$70,820</td>
<td>$72,944</td>
<td>$75,133</td>
<td>$77,387</td>
<td>$79,708</td>
</tr>
<tr>
<td>a. #FTE</td>
<td>0.55</td>
<td>0.55</td>
<td>0.55</td>
<td>0.55</td>
<td>0.55</td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$52,073</td>
<td>$53,636</td>
<td>$55,245</td>
<td>$56,902</td>
<td>$58,609</td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td>$18,746</td>
<td>$19,309</td>
<td>$19,888</td>
<td>$20,485</td>
<td>$21,099</td>
</tr>
<tr>
<td>3. Total Support Staff (b+c below)</td>
<td>$6,800</td>
<td>$7,004</td>
<td>$7,214</td>
<td>$7,431</td>
<td>$7,653</td>
</tr>
<tr>
<td>a. #FTE</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$5,000</td>
<td>$5,150</td>
<td>$5,305</td>
<td>$5,464</td>
<td>$5,628</td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td>$1,800</td>
<td>$1,854</td>
<td>$1,910</td>
<td>$1,967</td>
<td>$2,026</td>
</tr>
<tr>
<td>4. Equipment</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>5. Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>6. New or Renovated Space</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7. Marketing</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>8. Operational Expenses</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>9. Other Expenses: OES 10% admin charge</td>
<td>$10,245</td>
<td>$12,663</td>
<td>$16,303</td>
<td>$20,151</td>
<td>$23,062</td>
</tr>
<tr>
<td>TOTAL (Add 1 - 9)</td>
<td>$149,865</td>
<td>$156,231</td>
<td>$163,939</td>
<td>$171,976</td>
<td>$179,201</td>
</tr>
</tbody>
</table>

These budget estimates are resources and expenditures to the University overall, and not to the program or unit. Do not include revenue-sharing agreements between units, between unit and college, or with the university (e.g., for entrepreneurial programs) as an expenditure.

faculty benefits 0.08
admin staff benefits 0.36
inflation 1.03

Other expenses might include Space rental (if offsite), advertising/recruitment, course development, travel. Please specify in a footnote.

If new or renovated space is required beyond what is currently allocated to the College, this should be negotiated with the Office of the Provost prior to proposal submission.