

**Agenda**  
**EPSY Department Meeting**  
**November 1, 2013 – 9:30 a.m. to 11 a.m.**  
**Gentry 144**

1. Welcome
2. Corrections to October Minutes (see attachment)
3. Announcements
  - a. Thank you from Jaci
  - b. Update on Last Month's Motion about MEA Search/ODE
  - c. Update on GRE Scores (see attachment)
  - d. Sabbatical Requests Due to Provost December 1
  - e. Summer Schedule Finalized (see attachment)
  - f. Update on Changes in Salary Savings Account Carryover Policy
  - g. Reminder about US News and World Ranking Items (Editorships and Honors)
  - h. IRB Concerns
  - i. Upcoming Retirement Recognition
  - j. CILT Classes (Brown - see attachments)
  - k. Changes to Special Payroll Requirements (see attachment)
  - l. NSoE Alumni Society Awards (see attachment)
  - m. Austin Johnson winner in UConn 3 Minute Thesis Competition
  - n. Proposed change to offering of EPSY 3010 (Brown)
  - o. PAR Department and Program Award
  - p. Doctoral Dissertation Fellowship Application Due November 30 (see attachment)
  - q. Del Away Next Week
  - r. Other
4. Action Items
  - a. Changes to Special Education Courses EPSY 3120, EPSY 3120W, EPSY 3130, EPSY 4115, EPSY 5108, EPSY 5116, and Sample Plan of Study (Olinghouse & Lombardi – see attachments)
  - b. Other
5. Committees Issues
  - a. Faculty Search Updates
    - i. MEA –Swami
      1. November 4 Campus Visit: Matt Hinkelman
      2. November 18 Campus Visit: Everett Smith
    - ii. Online – Scott Brown
    - iii. Special Education – Joe Madaus
    - iv. Counseling – Orv Karan
  - b. Sunshine Committee (\$40)
  - c. Other
6. Other
7. Adjourn

Don't forget to attend the chili cook off at noon today.

**EDUCATIONAL PSYCHOLOGY DEPARTMENT  
FACULTY MEETING MINUTES  
October 4, 2013**

**Attendees: M. Bray, S. Brown, R. Colbert, M. Coyne, J. Freeman, J. Goldstein, J. Gubbins, J. Joo, O. Karan, T. La Salle, C. Little, A. Lombardi, J. Madaus, B. McCoach, B. Montrosse-Moorhead, C. Rhoads, J. Rogers, L. Sanetti, D. Siegle, B. Simonsen, M. Welsh, M. Yakimowski, M. Young,**

**1. Welcome**

**The meeting commenced at 9:35 am.**

**2. Minutes**

**There were no changes to the May meeting minutes. Minutes will stand as presented.**

**3. Announcements**

- a. Daily Digest had an announcement concerning workshops on grant processes. The first workshop will be “sponsored programs and research compliance services” and the second workshop will be “budget development and grant management.” The trainings will be university-wide.**

**Michael Coyne has been appointed to the Research Advisory Committee.**

- b. NY Times Bestseller – Paul Tough will be at the Student Union on Monday evening, October 7. He is the author of the bestselling book – “How Children Succeed: Grit, Curiosity, and the Hidden Power of Character.**

- c. Summer Schedule for 2014 will be handled differently this coming year. The sessions will be 4 to 5 weeks long instead of 6 weeks. Some classes might even be one week long. The dates for the classes still have not been determined.**

- d. At the end of the fiscal year (June 30<sup>th</sup>) the provost is only allowing a 2.5% carryover. This will also apply to Ledger 2 salary savings accounts. S. Brown requested that D. Siegle get further information from the Dean’s Council.**

- e. J. Roberge will be on medical leave starting January 7. She will be out of the office from 4 to 6 weeks. She explained to the faculty that everything will be in order before she leaves.**

- f. 312 GRE Scores – the Neag School of Education would like to maintain the present GRE scores. If the scores go down, it will affect our ranking in the U.S. News and World. Mary Yakimowski will provide information at the next meeting.**

**D. Siegle reminded the faculty that each area of concentration has been allotted \$1000. to recruit students. The student also must be someone whose name would be submitted for a multi-cultural scholarship or an outstanding student**

**scholarship**

- g. The undergrad and grad catalogs are presently edited. D. Siegle and J. Roberge**

are presently editing the catalogs. There are several errors that need correction.

- h. When T. La Salle arrived at the university, she was asked to do a video clip of her areas of interest. Each faculty member will be asked to also do a video clip. Please contact Shawn Kornegay and schedule an appointment.
- i. Siegle discussed the graphs which he did showing the merit, which was given to the faculty. He explained the dollar amount which was given and how it was divided. The merit did not include the 2.5% raise.
- j. R. Colbert mentioned to the faculty that a new course would be requested for the doctoral internship for counseling. The program has been using another number. The new course will have a counseling number.

#### 4. Action Items

- a. The foreign language/ 6 credits outside area of concentration requirement was eliminated by the graduate school several years ago. However programs can still require it. S. Brown motioned the we eliminated it from our criteria. Motion was seconded by M. Bray. It should apply to current students as well as incoming students. Motion was unanimously passed.
- b. D. Siegle spoke with the program coordinators concerning the required core courses. He also suggested that a handbook be created to assist faculty advisors. He proposed that a committee be formed to create this document.

#### 5. Committee Issues

- a. There was a chart given to the faculty concerning the committees and the results. Each member will be on the committee for three years with the option for renewal. Each committee will make the decision as to who will chair the committee.
- b. The PTR Committee, which is chaired by Thomas Kehle, has meet several times and has almost completed its task. Each new faculty member has been requested to remain after today's meeting to meet with the PTR committee. S. Brown will be handling B. McCoach's promotion materials due to a conflict of interest with the department head who is married to B. McCoach. The department head has met with each person who is going up for promotion or tenure.
- c.
  - i. The MEA search has been going on for three years. They will be starting their phone interviews on Monday, October 7, 2013. ODE has approved some individuals who are not yet qualified for the position. O. Karan pointed out that this was an ethical violation to interview candidates when they cannot be hired. He felt that ODE should be informed. There was a motion made by O. Karan and seconded by S. Brown. ODE should be informed immediately by the department head. The vote was as followed: 12 in favor, 0 opposed and 9 abstained. The motion read as follows:  
*"Interviewing individuals who do not meet the job criteria as if they do is not ethical."*
  - ii. The "Online" search is closed. They are examining the candidates. There will be phone interviews with the next 30 days.
  - iii. There are currently 8 candidates for the special education position and they hope to be interviewing by the 15<sup>th</sup> of October.
  - iv. The counseling search has been approved. There are currently four to five candidates.

d. Sunshine Committee is requesting \$40. from each faculty member. There is a reserve which will be used for a retirement gift. Rachelle Perusse will remain on the committee. Faculty was informed about Jaci VanHeest's father passing away on October 1<sup>st</sup>.

e. B. McCoach is the representative from the EPSY department on the Dean's Advisory Committee. There was a form which was handed out to the faculty concerning guest speakers.

M. Young is concerned about the room availability. Many of the smart-boards do not work. IT has suggested that the individual bring their equipment with them. S. Brown would like some communication concerning the labs and the equipment.

f. There has been some concern about individuals being appointed to graduate faculty status. Presently, the department head and the dean sign off on the paperwork. It has been suggested that programs be involved.

Once again, it has been noted that there must be a program handbook created.

g. As per S. Brown, the Strategic Area Advisory Teams are heavily populated by the psychology department. Faculty was informed that not all the themes will receive funding nor will all the themes survive. There might be only seven themes chosen.

6. Other

Nothing.

7. Adjourn

A motion to adjourn was made by B. Simonsen-Gaines. It was seconded by M. Yakimowski. Meeting adjourned at 11:20 am.

Attachment for Item 3c: Update on GRE Scores

University Rank	Name of University	New GRE - V	Verbal Ranking	New GRE - Q	Quant Ranking	Sum *
26	U of Minn – Twin Cities	N/A	--	N/A	--	--
27	U of Md – College Park	157	3	152	3	6
28	Penn State U – University Park	N/A	--	N/A	--	--
28	U of CO - Boulder	159	1	151	4	5
<b>28</b>	<b>UConn</b>	<b>156</b>	<b>5</b>	<b>153</b>	<b>2</b>	<b>7</b>
28	VCU	158	2	150	5	7
32	College of W & M	157	3	155	1	4
32	Purdue – West Lafayette	151	7	150	6	13
32	U of IL - Chicago	153	6	148	7	13

GRE scores are for doctoral students only, and all those displayed are for exams taken during or after August 2011 using the new 130-170 score scale.

\*Sum is adding the two ratings together; the rankings are on an ordinal scale and summing is not recommended but ... it does allow a general idea for universities that generally have a higher ranking in both components of the GREs.

Attachment for Item 3e: Summer Schedule Finalized

Dear Colleagues,

After consultation with Department Heads, as well as many faculty, the Office of Enrollment Planning & Management, and the Division of Student Affairs, we are pleased to send you the dates of our revised summer schedule beginning summer 2014. This change better streamlines course offerings and best aligns the summer academic program with the academic and programmatic needs of the University.

The approved Storrs summer schedule will comprise a 3-week May Term, two 5-week Summer Sessions and a 10-week term, as follows. Revised Course Recommendation forms reflecting the new session dates will be sent to department heads by early next week. Departments/faculty members who have already submitted Course Recommendations for next summer will be contacted by our office to confirm/revise their submissions. As always, we understand that some faculty will need and want adjustments to the schedule and we will work with you to accommodate these requests. Regional campuses will be able to use the original 6-week schedule or choose to use this 5-week option.

<b>Terms</b>	<b>Start Date</b>	<b>End Date</b>
May Term (3 weeks)	5/12/2014	5/30/2014
Summer Session 1 (5 weeks)	6/2/2014	7/3/2014
Summers Session 2 (5 weeks)	7/7/2014	8/8/2014
Summer Session 3 (10 weeks)	6/2/2014	8/8/2014

In addition to the revised schedule, a new AAUP compensation contract for summer and intersession will soon be announced, pending a positive vote by the BOT, that increases pay for most faculty members for this coming summer (details forthcoming).

We strongly believe that these changes will greatly enhance UConn Summer for both faculty and students and create a rewarding summer experience.

Attachment for Item 3j: CILT Classes



University of  
Connecticut  
Neag School  
of Education



Spring 2014

***Cognition, Instruction & Learning Technology***  
*Courses Available*

EDCI 5830 Curriculum Laboratory: Discourse in Education  
Tuesdays 12:30– 3:00 PM T. Casa

EPSY 5240 Interactive Learning Environments  
Thursdays 12:30– 3:00 PM J-E Joo

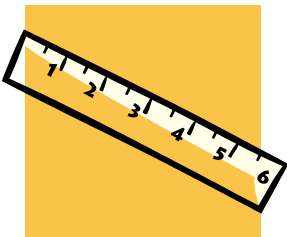
EPSY 5520 Instructional Design  
Tuesdays 4:00– 6:30 PM M. Young

EPSY 5530 Theories of Learning & Cognition  
Mondays 1:00– 3:30 PM J. Plucker

EPSY 5540 Research Ethics  
Thursdays 4:00– 6:30 PM S. Brown

EPSY 6194 Doctoral Seminar: New Literacies  
Arranged Days & Times D. Leu

EPSY 6494 Doctoral Seminar: College Teaching  
Arranged Days & Times S. Brown





# Educational Psychology



Study how people learn and how it impacts the way we think, behave and interact with one another.

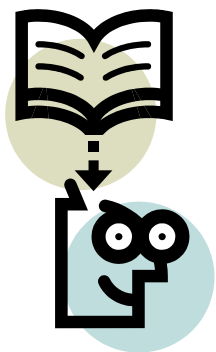
## EPSY 3010: Educational Psychology

***Three different sections on Tuesdays & Thursdays***

EPSY 3010 (01): 9:00 – 10:45 AM Ms. Lindsey Gervais  
Lindsey.le@uconn.edu

EPSY 3010 (02): 11:00 AM– 12:15 PM Dr. Ronald Beghetto  
Scott.brown@uconn.edu

EPSY 3010 (03): 12:30– 1:45 PM Mr. Aleksandr Gozun  
alexgozun@gmail.com

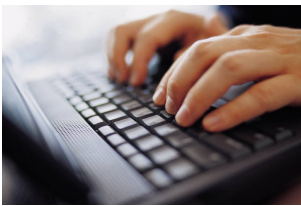
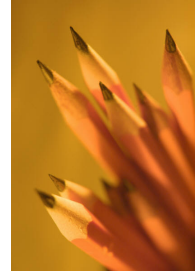


IF YOU NEED A PERMISSION NUMBER CONTACT  
THE INSTRUCTOR

Registration is OPEN to ALL Students



# Discourse in Education



## Overview

Communication is the most common way to educate others. Come join us in:

- Becoming more aware of what “discourse” means;
- Analyzing how discourse sends more messages than what is heard or written; and
- Consider, develop, and implement strategies to enhance your own discourse focusing on your instructional objectives.

Students majoring in fields within and outside of education are welcome, including doctoral students who plan to teach at the college level. We will address discourse in teaching in and outside of the traditional classroom and focus on fields represented by students in class in order for us to more thoroughly understand our own and one another’s practices. Students will have various opportunities to apply what we learn to their current practices and/or future plans for teaching students of all ages.

## Registration Information

EDCI 5830: Curriculum Laboratory: Discourse in Education will be offered Spring 2014. We will be meeting Tuesdays from 12:30-3:00. Contact Tutita Casa at [tutita.casa@uconn.edu](mailto:tutita.casa@uconn.edu) for more information.

## Attachment for Item 3k: Changes in Special Payroll Requirements

Effective immediately, the Special Payroll Authorization Request (SPAR) electronic workflow system has been revised in an effort to increase University compliance with employment policies and guidelines. Specifically, departments are now required to answer the following questions prior to Human Resources reviewing and approving the SPAR request. Like all SPAR requests, you must receive Human Resources approval **before** offering the special payroll appointment to the candidate. Under no circumstances is an individual allowed to start work without receiving all of the required approvals in SPAR.

### **Candidate Known:**

The *Candidate Unknown* option has been removed from the SPAR system. Since many of the employment policies reviewed as part of the HR approval process are person-specific, it has become increasingly difficult to approve SPAR requests without knowing who the candidate is. Therefore, departments can no longer submit a SPAR request for unknown candidates. Departments must now wait to submit the SPAR request until an individual has been identified.

### **Is the Candidate a Relative of a UConn Employee:**

In an effort to increase compliance with the University's Policy on Employment and Contracting for Service of Relatives, departments are now required to provide information in the SPAR request regarding a candidate's familial relations with current UConn employee(s). In instances where the special payroll candidate is a relative of a UConn employee, the hiring authority must complete the [Special Payroll Hiring Conflict of Interest Disclosure Form](#), and attach to the SPAR request for HR review. For the definition of a relative and for further information regarding employment of relatives, please view the [Policy on Employment and Contracting for Service of Relatives](#).

### **Results in Dual Employment:**

Due to changes in the administration of Dual Employment by the State of Connecticut, departments are now required to provide the Dual Employment Form with the SPAR request for any individual that is employed in another UConn department or at another State of Connecticut Agency. If the request does result in dual employment, departments must provide the employee's primary department or agency name and the employee's title in that department or agency. Departments should complete the secondary agency section of the [Dual Employment Form](#) and submit to Human Resources. Human Resources will work with the primary department or agency and, if required, the State of Connecticut Department of Administrative Services to obtain required approvals prior to any SPAR request being approved.

Employees on the UConn special payroll taking a second appointment on special payroll also require a dual employment form. The secondary department (the department offering the second appointment) should obtain all necessary signatures within the University. If the dual request results in approval by the Department of Administrative Services, Human Resources will contact them directly to review the request.

**State of Connecticut Retiree:**

Departments must acknowledge whether or not the chosen candidate is a state retiree. If the individual is a retiree, departments must provide the name of the agency the employee retired from and retirement date. Please be sure to review the revised [Policy on Re-Employed Retiree](#) for important updates.

For more information, please contact Christina Griffin; 860-486-6114; [christina.griffin@uconn.edu](mailto:christina.griffin@uconn.edu).

## Attachment for Item 31: NSoE Alumni Society Awards

Nominations Sought for Neag School of Education Alumni Society Awards

**Nomination Deadline: Tuesday, November 12, 2013**

The Neag School of Education is seeking nominations for the annual Alumni Society Awards. The 16th annual awards dinner will be held on Saturday, March 22, 2014 in Rome Ballroom on Storrs South Campus. The Alumni Society has established a number of awards, which will be given at the dinner. The most prestigious of these is the Distinguished Alumni Award, which is annually given to a graduate who has had a significant impact on education, has a national reputation for her/his work, has been an inspiration to other professionals and has shown continued involvement with the Neag School of Education. The recipient of this award is selected by the Neag School of Education faculty.

In addition, there are eight other prestigious awards that the Alumni Society also recognizes. You are invited to nominate individuals for the other awards, listed below, which will be given at the March 22nd annual awards dinner.

[Click here to see a list of past honorees](#)

[Click here to view videos of last year's honorees](#)

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### **Outstanding Higher Education Professional**

A faculty member or administrator at a college or university

### **Outstanding School Superintendent**

Leader of a public or private school system

### **Outstanding School Administrator**

A principal, assistant principal, central office administrator or director

### **Outstanding School Educator**

All pre-K through 12th grade educators including classroom, reading, technology, ELL, school counselors, school psychologists, etc.

### **Outstanding Kinesiology Professional**

An educator, researcher, or health/fitness advocate

### **Outstanding Physical Therapy Professional**

A physical therapist working in a university or clinical setting

## **Outstanding Professional**

A professional working within the public or private sector

## **Outstanding Early Career Professional**

A professional who has graduated within the past five years from the Neag School of Education

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Nominees should meet the following criteria:

- Alumni status from the Neag School of Education
- Demonstrated excellence in the award category
- Significant contributions to her/his educational environment
- Professional and/or community service
- A minimum of five years of service in the award category, not including Outstanding Early Career Professional

To nominate an individual, please complete the [nomination form](#)\* and send it, together with a letter of support and CV or resume, to: Robyn Wilgis, c/o Neag School of Education, 249 Glenbrook Road, U-3064A, Storrs, CT 06269-2064 or via email to [robyn.wilgis@uconn.edu](mailto:robyn.wilgis@uconn.edu). The deadline for all nominations is November 12, 2013.

\*Please note that the nomination form is a fillable PDF. You can type in the information and print a copy if mailing, or save and email back the filled PDF file.

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Good Afternoon Mary, Larry, Del and Casey:

The deadline date for the Neag Alumni Society Award nominations is quickly approaching. As department heads here at Neag, you and your faculty may be aware of alumni who are **truly outstanding in their career and noted at a national level**. We are looking for any thoughts or suggestions you may have for this year's Neag Alumni Society's Distinguished Alumni award. The **Distinguished Alumni Award** is presented to a Neag Alumnus/a who has made a significant impact in his/her profession, has a national reputation for her/his work, has been an inspiration to other professionals and has shown continued involvement with the Neag School of Education and/or UConn. You do **not** need to write a letter of support, nor do you need to complete the nomination form. I am just interested in names and a brief statement as to why they should be considered. Thank you in advance for taking the time to think this over. I look forward to hearing from each of you. Have a wonderful day.

Warm Regards,

*Robyn B. Wilgis, '07*

Director of Alumni Relations

## Attachment for Item 3p: Doctoral Dissertation Fellowship Application

### Doctoral Dissertation Fellowship for Spring 2014

The Graduate School is proud to announce that funding has been made available to support a limited number of graduate students for a highly competitive Doctoral Dissertation Fellowship for Spring 2014. The fellowship is awarded in the amount of \$2,000 to each eligible applicant.

To be eligible for the fellowship, an applicant must (1) certify that his/her total personal income will not exceed \$35,000 during the twelve month period of July 1, 2012 to June 30, 2013; (2) must document satisfactory completion of the General Examination prior to 4:00 pm on November 30, 2013; (3) submit his/her Dissertation Proposal (ready for full approval and include full and current IRB or IACUC approval for the use of any human and/or animal subjects involved in the research or SCRO approval for the use of any human stem cell) to The Graduate School before 4:00 pm on November 30, 2013; and (4) must certify that he/she will not defend his/her dissertation prior to March 1, 2014.

To apply, an applicant must fill out the Doctoral Dissertation Fellowship application found on The Graduate School's website at <http://grad.uconn.edu/doc/DDF-App-Spring.pdf>, and submit the application form to The Graduate School by 4:00 pm on November 30, 2013. Unfortunately, the award can only be awarded to an individual once and doctoral students based at the University's Health Center are not eligible to apply. **Applications submitted after November 30 will not be eligible for consideration.**

A committee will review and select the potential awardees. Notifications will be e-mailed to each applicant who applied regardless of their acceptance or denial of the fellowship.

For more information, contact: The Graduate School at 486-3617

Attachment for Item 4a: Changes to Special Education Courses





## Curriculum Action Request Form

All parts of this form should be completed for all course action requests. Submit an **electronic** copy to the Chair and Secretary of the Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide all the information requested in the guidelines that apply to the requested action(s). *For new courses and initial requests a syllabus must also be submitted*. Submit all materials at least one week prior to the monthly committee meeting.

Course Number: *Current* \_\_\_\_\_ 3120 \_\_\_\_\_ *Proposed* \_\_\_\_\_ 4120

Course Title: *Current* \_\_\_\_\_ Fundamentals of Assessment in Special Education

*Proposed* \_\_\_\_\_ same \_\_\_\_\_

Initiating Faculty Contact Person: \_\_\_\_\_ Allison Lombardi \_\_\_\_\_

Department EPSY \_\_\_\_\_ U-Box: \_\_\_\_\_ 3064 \_\_\_\_\_

Phone: \_\_\_\_\_ (860) 486-2213 \_\_\_\_\_ Email: \_\_\_\_\_ allison.lombardi@uconn.edu \_\_\_\_\_

Proposed Course Instructor(s): \_\_\_\_\_ Allison Lombardi \_\_\_\_\_

Proposed Implementation Date \_\_\_\_\_ Semester: \_\_\_\_\_ Fall \_\_\_\_\_ Year: \_\_\_\_\_ 2014 \_\_\_\_\_

### Action Requested (“X” all that apply)

Course:            new                            revision X                            experimental    drop course

Program/concentration:                            new                            revision

### Supporting documentation:

- Date of Departmental Approval: \_\_\_\_\_
- Departmental Meeting Minutes attached (*electronic copy*)
- Departmental Chairperson Approvals (*inc. all 5 departments-electronic copies of emails attached*)
- Completed Graduate School Transmittal Form (*electronic copy - for graduate courses only*)
- Complete appropriate second page: 2 (NEW), 3(REVISED), 4 (DROPPED), or 5 (PROGRAM CHANGE)

## **REVISIONS of Existing Course**

*Complete the following sections:*

### **Existing** title and catalog copy

EPSY 3120: Fundamentals of Assessment in Special Education  
Diagnosis of students with special needs, use of test data in planning instruction and report writing.

### **Proposed** title and catalog copy

*(Include course credits and restrictions for registration)*

EPSY 4120: Fundamentals of Assessment in Special Education  
Introduction to assessment in special education focusing on current purposes, policies, and practices in schools.

### **Rational** for actions being requested

*(Use additional sheets as necessary):*

The course is taken by senior-level IB/M students (Fall of senior year), thus 3000 is not appropriate.

The current course description does not reflect the rapidly changing field of special education assessment, thus the proposed course description is more appropriate.

### **Course Syllabus**

*(Including course description and course outline)*

Please see attached

## Curriculum Action Request Form

All parts of this form should be completed for all course action requests. Submit an **electronic** copy to the Chair and Secretary of the Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide all the information requested in the guidelines that apply to the requested action(s). *For new courses and initial requests a syllabus must also be submitted*. Submit all materials at least one week prior to the monthly committee meeting.

Course Number: *Current* 3120W *Proposed* 4120W

Course Title: *Current* Fundamentals of Assessment in Special Education

*Proposed* same

Initiating Faculty Contact Person: Allison Lombardi

Department EPSY U-Box: 3064

Phone: (860) 486-2213 Email: allison.lombardi@uconn.edu

Proposed Course Instructor(s): Allison Lombardi

Proposed Implementation Date Semester: Fall Year: 2014

### Action Requested (“X” all that apply)

Course:        new                      revision X                      experimental    drop course

Program/concentration:                      new                      revision

### Supporting documentation:

- Date of Departmental Approval: \_\_\_\_\_
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- Completed Graduate School Transmittal Form (*electronic copy - for graduate courses only*)
- Complete appropriate second page: 2 (NEW), 3(REVISED), 4 (DROPPED), or 5 (PROGRAM CHANGE)

## **REVISIONS of Existing Course**

*Complete the following sections:*

### **Existing** title and catalog copy

EPSY 3120W: Fundamentals of Assessment in Special Education

Diagnosis of students with special needs, use of test data in planning instruction and report writing.

### **Proposed** title and catalog copy

*(Include course credits and restrictions for registration)*

EPSY 4120: Fundamentals of Assessment in Special Education

Introduction to assessment in special education focusing on current purposes, policies, and practices in schools.

### **Rational** for actions being requested

*(Use additional sheets as necessary):*

The course is taken by senior-level IB/M students (Fall of senior year), thus 3000 is not appropriate. The current course description does not reflect the rapidly changing field of special education assessment, thus the proposed course description is more appropriate.

### **Course Syllabus**

*(Including course description and course outline)*

## EPSY 3120W

# Fundamentals of Assessment in Special Education

University of Connecticut

Fall 2013

Instructor: Allison Lombardi, Ph.D.  
Office: Gentry 002A  
Telephone: 860.486.2213  
E-mail: allison.lombardi@uconn.edu  
Office Hours: Mondays, 1-3:30pm or by appointment  
Course Location: Gentry 103  
Time: Mondays, 10:10am to 12:40pm  
Credit: 3 hours

### **COURSE DESCRIPTION AND OBJECTIVES:**

This course will provide an overview of assessment in education. You will learn about the purposes, policies, and practices involving assessment in our schools today. By the end of the semester, I hope you will be able to:

1. Delineate key elements relating to the assessment process of students with specific exceptionalities.
2. Describe the purposes for assessment
3. Describe the role of assessment within a Multi-Tiered System of Support (MTSS).
4. Understand academic, behavioral, and transition constructs and methods to assess these constructs.
5. Identify and select appropriate academic assessments.
6. Describe legal provisions, regulations, and policies as well as ethical and cultural considerations regarding assessment of children and adolescents
7. Identify current ethical and practical consequences of assessment practices, reporting, and decision-making.
8. Administer assessment instruments; score, and interpret the results
9. Participate in a team-oriented, problem-solving assessment process.
10. Communicate the assessment process and results to a variety of stakeholders.
11. Identify appropriate data access and management procedures
12. Identify and select appropriate assessment accommodations and modifications
13. Use technology tools relating to the course and to the assessment process

### **REQUIRED TEXT AND MATERIALS**

In this course you will use a combination of text and web resources. \*\*\*Bring each week's assigned readings to class.

- Salvia, J., Ysseldyke, J. E., & Bolt, S. (12th ed.)(2013). *Assessment in special and inclusive education*. Boston: Houghton Mifflin. Available as special order on course site (selected chapters)

- Spinelli, C. (2013). *Linking Assessment to Instructional Strategies*. Pearson. Available at UConn Co-op or amazon.com
- IRIS Online Learning Modules (on HuskyCT)
- National Center on RTI webinars (on HuskyCT)
- Other reading materials are listed for each week's class and are available either online or on course HuskyCT site.

## **COURSE NORMS AND EXPECTATIONS**

Due to the structure of the class, it is important that each member take responsibility for his or her role in the class. It is expected that students will arrive before the start of the class, attend class sessions weekly, and be prepared to discuss the assigned readings for each class period.

Please turn off all electronic devices during class. Laptops and iPads are permitted in class; however, the use of these devices for purposes unrelated to class work is prohibited.

Questions and concerns may be handled through email, phone, or personal contact. Students may request an appointment at any time. Student emails will be answered within 24 hours of receipt, Monday through Friday. I will use your UConn email for all class correspondence. Please make sure you check this email regularly.

In case of inclement weather, please check the Weather and Emergency Closing 24 Hour telephone line: (860) 486-3768 to see if classes are canceled.

### Accommodations for Disabilities

If you require accommodations due to a documented disability, please discuss this with me at the beginning of the semester. Disability services are available through the Center for Students with Disabilities (CSD), Wilbur Cross Building, Room 201, 486-2020, or the University Program for College Students with Learning Disabilities (UPLD), Gentry, Room 003, 486-0178.

Attendance and Punctuality: Absences should be pre-arranged with the instructor if possible. Emergencies that interfere with a student's ability to meet class expectations (attendance or submission of class assignments) should be conveyed to the instructor as soon as possible.

Your active participation in class will count toward your grade because it is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, analyzing, generating ideas, making presentations, participating in peer activities, giving feedback, sharing observations and experiences, and so on. You cannot do your share if you are not *present and active*. Please make sure you call (486-2213) or email (allison.lombardi@uconn.edu) if you are unable to attend class. You are responsible for the content of any class you miss.

### **Confidentiality**

Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, I expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment.

### Academic Integrity

I assume that each student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's Academic Integrity Policy:

[http://www.community.uconn.edu/academic\\_integrity.html](http://www.community.uconn.edu/academic_integrity.html). It is the student's responsibility to be familiar with the Academic Integrity Policy.

***Incidents of plagiarism and fabrication of student data are taken very seriously and will be sanctioned in accordance with university policy. Students are expected to complete all course assignments independently.***

At the beginning of the semester, students will be required to read the Academic Integrity Policy and affirm that they will complete all course assignments in accordance with the University Academic Integrity Policy.

### Person-First Language

In keeping with the fact that students with disabilities are, first and foremost, individuals, and secondly, have a disability, references in written work should reflect this emphasis on personhood by use of the phrase "students with learning/behavioral disabilities." If you are evaluating a student who is classified with a disability, please assure that this terminology is used in your report. Further information about person-first language can be found at:

[http://www.asha.org/publications/journals/submissions/person\\_first.htm](http://www.asha.org/publications/journals/submissions/person_first.htm)

### COURSE ASSIGNMENTS

Course grades will be based on the following course assignments. Details regarding each of these assignments will be available on HuskyCT. Each class will begin with a question period about upcoming readings and assignments, but students should feel free to contact me outside of class if needed. *This course is a university-approved W course, which means you cannot pass this course unless you receive a passing grade for its writing components.* There will be a minimum of 15 pages of writing assigned with a built-in revision process. Two assignments will count toward the 15 pages: (1) the midterm exam, and (2) the educational report.

Category/Assignment	Points	Due Date
Professional Behavior and Course Engagement	30 points: Attending and preparing for each class session, active participation in course activities, and professional behavior	Ongoing
Group Presentation: Decision Making and Assessment	25 points	Week 3
Test Review	30 points	Week 6
*Midterm exam	50 points	Weeks 9 and 14
*Educational Report	45 points: Part I 55 points: Part II + Parent report	Part I: Week 12 Part II: Week 15

\*Assignment counts toward W course requirements

Grading Scale and Final Grades: Grading expectations will be made clear prior to the due date for each assignment. I intend to provide you feedback with both comments and grades. **I do not round up to the next highest point, provide additional points, or extra credit.** It is the student's responsibility to submit outstanding, exemplary work across all assignments in order to receive an A in this course.

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
74%-76%	C
70%-73%	C-
67%-69%	D+
64%-67%	D
60%-63%	D-
Below 59%	Fail

Turning in Assigned Work: Assignments are due as indicated on the course schedule, and you are responsible for knowing what the due dates are. All assignments are due at 10:10am on the date listed (the beginning of the designated class period). Any assignments turned in after this time will be considered late. Unless arrangements are made *in advance* of the due date, I will deduct 10% for each 24-hour period the assignment is late.



## Curriculum Action Request Form

All parts of this form should be completed for all course action requests. Submit an **electronic** copy to the Chair and Secretary of the Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide all the information requested in the guidelines that apply to the requested action(s). *For new courses and initial requests a syllabus must also be submitted*. Submit all materials at least one week prior to the monthly committee meeting.

Course Number: *Current* \_\_\_\_\_ 4100 \_\_\_\_\_ *Proposed* \_\_\_\_\_ 3130 \_\_\_\_\_

Course Title: *Current* \_\_\_\_\_ Methods for Teaching Students with Disabilities \_\_\_\_\_

*Proposed* \_\_\_\_\_ same \_\_\_\_\_

Initiating Faculty Contact Person: \_\_\_\_\_ Allison Lombardi \_\_\_\_\_

Department \_\_\_\_\_ EPSY \_\_\_\_\_ U-Box: \_\_\_\_\_ 3064 \_\_\_\_\_

Phone: \_\_\_\_\_ (860) 486-2213 \_\_\_\_\_ Email: \_\_\_\_\_ allison.lombardi@uconn.edu \_\_\_\_\_

Proposed Course Instructor(s): \_\_\_\_\_ TBD \_\_\_\_\_

Proposed Implementation Date \_\_\_\_\_ Semester: \_\_\_\_\_ Fall \_\_\_\_\_ Year: \_\_\_\_\_ 2014 \_\_\_\_\_

### Action Requested (“X” all that apply)

Course:            new                            revision X                            experimental    drop course

Program/concentration:                            new                            revision

### Supporting documentation:

- Date of Departmental Approval: \_\_\_\_\_
- Departmental Meeting Minutes attached (*electronic copy*)
- Departmental Chairperson Approvals (*inc. all 5 departments-electronic copies of emails attached*)
- Completed Graduate School Transmittal Form (*electronic copy - for graduate courses only*)
- Complete appropriate second page: 2 (NEW), 3(REVISED), 4 (DROPPED), or 5 (PROGRAM CHANGE)

## **REVISIONS of Existing Course**

*Complete the following sections:*

### **Existing** title and catalog copy

EPSY 4100: Methods for Teaching Students with Disabilities

Informs students of research-based methods and instructional formats for teaching students with disabilities.

### **Proposed** title and catalog copy

*(Include course credits and restrictions for registration)*

EPSY 3130: Methods for Teaching Students with Disabilities

Informs students of research-based methods and instructional formats for teaching students with disabilities.

### **Rational** for actions being requested

*(Use additional sheets as necessary):*

The course is taken by junior-level IB/M students (Fall of junior year), thus 4000 is not appropriate. The current course description will not change.

### **Course Syllabus**

*(Including course description and course outline)*

Please see attached

**EPSY 4100-001**  
(6987)  
Methods of Teaching Students with Disabilities  
3 Credits

Spring 2013  
Mondays, 12:00- 2:30 pm  
Gentry 101

Professor: , PhD  
Office: Gentry 002B (Garden Level)  
Office Hours: Mondays 11:00-12:00 pm, 2:30-4:00pm  
Wednesdays 9:00 am-12:30 pm; *other times by appointment*  
Email: [michael.faggella-luby@uconn.edu](mailto:michael.faggella-luby@uconn.edu)  
Phone: (860) 486-6855  
\* This syllabus is subject to change.

**Course Description**

This course will prepare future special educators to plan and deliver research-based methods for teaching students with and without disabilities who are at-risk for failure by increasing their professional knowledge base through study of evidence-based practices. The course is designed to emphasize four of the Special Education Program five domains of pre-service teacher preparation based on the Council for Exceptional Children (CEC) Standards: (a) planning and preparation, (b) delivering evidence-based interventions, (c) evaluation through progress monitoring, and (d) engaging in professional behaviors and responsibilities.

Students will learn to (a) organize course content and analyze academic demands according to the SMARTER Planning method, (b) select appropriate research-based methods of instruction to implement based on individual student needs, (c) implement appropriate explicit instruction pedagogical practices to improve student outcomes, (d) use progress monitoring to determine rate and level of student learning, and (e) practice in professional collaboration with peers and special education experts. Operationally, students will complete activities related to instructional planning from the lesson level to the unit level with content relevant to elementary, middle, and high school settings.

A variety of instructional methods will be employed to communicate course content. Typical methods of inquiry will include, but not be limited to lecture, seminar discussion, small group application activities, demonstration lessons, and multimedia presentations. As much as possible, Husky CT will be used to support student learning throughout the semester.

**Alignment with Neag Conceptual Framework**

**Learning**

- Development of special education professional knowledge base via reading and writing
- Practice in becoming reflective analytical special education professionals through synthesis
- Engaging in planned and flexible use of evidence-based special education interventions

**Leading**

- Inquiry into the developmental profile of students with disabilities and meeting learner needs through planning of evidence-based practice for successive units

**Lighting the Way**

- Preparation for K-12 instruction of students with disabilities and at-risk learners as course topic

**Required Texts**

Ellis, E. (2006). *The framing routine*. Lawrence, KS: Edge Enterprises, Inc.

Lenz, B. K., (with) Bulgren, J.A., Schumaker, J. B., Deshler, D. D., & Boudah, D. A. (1994). *The unit organizer routine*. Lawrence, KS: Edge Enterprises, Inc.

Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities. Second edition*. New York: Pearson. [SPM]

**Course Requirements and Evaluation**

**Participation: (10%)** The premise of this course is that we all learn from each other, and that class discussions and activities play an important role in helping us learn. Everyone's participation is essential for the success of the class, and so attendance is mandatory. It is expected that assigned readings and tasks will be completed, as this is essential for class participation so participation may include short reading quizzes. Participation in class activities is expected to be active and professional. Throughout the semester, your peers as well as the instructor may rate your participation.

**Unit Organizer Project: (20%)** Teams (TBD) will create two sequential Unit Organizers (UO) based on *academic content* with an accompanying written narrative of each of the ten components of the UO. Each UO will focus on approximately 3-4 weeks of instructional content and may focus on any desired (but related) adaptive or functional content (e.g., math, reading, writing, subject area knowledge) to meet the needs of the students with disabilities. The final grade on the assignment will be based on a group grade related to the quality of the complete UO Project, and an evaluation of individual contributions. Each UO should average two pages for the organizer and two-three pages for the narrative. **\*Due Date: 3/4**

**Reading Quizzes: (10%)** Students will receive four short quizzes on critical course content throughout the semester. Quiz content is based directly on the big ideas associate with the readings or content covered previously during class meetings. Students are encouraged to complete posted discussion questions to prepare for the reading quizzes.

**Learning Strategy Project: (30%)** Teams of two will create a presentation summarizing a learning strategy with an accompanying modeling script as follows:

**Learning Strategy Presentation: (10%)** Each team will create and deliver a visual presentation (e.g., using PPT, story board, tri-fold display board) summarizing a cognitive learning strategy from the Strategic Instruction Model Learning Strategy Curriculum to complement the math, reading or writing instruction from the team's Unit Organizers. The visual will include a description of the 8 stages of instruction as they relate to the chosen learning strategy and include the following words in **BOLD** (commitment, [each strategy] step, advance organizer, presentation, student enlistment, post organizer, rapid-fire, ability level, grade level, orientation, activation, adaptation, and maintenance). Each stage of instruction should have its own numbered header to organize the visual. **\*Due Date: 4/8**

**Modeling Script: (20%)** Each team will create a modeling script for the chosen learning strategy that includes an advance organizer, presentation, student-enlistment and post organizer description. **\*Due Date: 4/15**

**Lesson Plan Project: (20%)** Individual students will create a three-day set of Lesson plans related to the Unit Organizer Project. Lesson plans will follow the outline of the course and include instructional objectives, a list of materials, a description of the instructional setting, an advance organizer/anticipatory set, procedures for the lesson including explanation of any differentiation, description of a formal assessment or evaluation, and a post-organizer. Lesson Plans will also include a detailed calendar to outline paraprofessional responsibilities during the instruction. **Due Date: 4/29**

**Instructional Measure/Evaluation: (10%)** Teams of two will create a measure of student learning to assess whether or not students have mastered a critical aspect from the Unit Organizer. The measure can be summative or formative, focus on student knowledge of an intervention's components, mastery of strategy steps, or similar content. The complete measure will include three components: (a) a copy of the measure for students, (b) an answer key, (c) an interpretation of possible results (including how decisions will be made about re-teaching). **Due Date: 5/6**

A detailed explanation and rubric for all assignments will be communicated to students within the first weeks of the semester and be posted on Husky CT.

*\*Note: You may resubmit these assignments using track-changes for re-grading. The final grade on the project will be based on an average of the original grade and the grade at final submission. All resubmissions are due two weeks after receiving feedback by email.*

**Assignment Format**

All assignments must be typed and in 12-point font.

All files should be saved with the following title format: **Lastname\_First Initial\_Assignment Name.doc** (e.g., Simmons\_E\_Unit Organizer.doc; Group 1\_Lesson Plans.doc)

All assignments should be **submitted electronically** (by email), if possible.

Students are encouraged to check their papers for spelling and grammar. There will be a 10% deduction for failure to type assignments or use correct grammar and spelling.

Written assignments will not be accepted after the due date without my explicit permission. Permission must be requested at least 48 hours before the assignment is due except in cases of a documented emergency.

The following standards will be used to assign final grades:

A	92.50 to 100%	B-	79.50 to 82.50%
A-	89.50 to 92.49%	C	69.50 to 79.49%
B+	86.50 to 89.49%	D	59.50 to 69.49%
B	82.50 to 86.49%	F	less than 59.49%

**COURSE GUIDELINES AND MUSINGS*****Community Principles*** (non-negotiables)

Be PROMPT: Expect class to start on time and to end on time. Please respect your classmates and future students enough to be present for the entire class meeting. I have worked to ensure that we will cover material critical to your success as a teacher—don't miss a moment!

Be PREPARED: Bring all required materials to class and have homework completed on time! As mentioned above, written assignments will not be accepted after the due date without my explicit permission.

Be POLITE: Expect nothing less than for all students and the instructor to be respectful of all members of our course and the university community. A little secret: You will get a lot further with a reasonable argument than a complaint.

PARTICIPATE: Be attentive in class. Students are expected to engage in classroom activities. This includes: listening, note taking, responding appropriately, active participation in cooperative learning teams, as well as individual work. Class discussions will be facilitated by the professor to incorporate student driven ideas—so be ready to get involved!

***Instructional Principles*** (my pledge to you)

To meet the needs of all learners in our course, I am committed to the following instructional principles established by the University of Connecticut. If at anytime you feel that the principles are not adhered to with the highest standards, please let me know:

- Clear presentation of material
- Coherent organization of course content and preparation of materials
- Clear and fulfilled objectives for learning
- Clear assignments that are appropriate and graded fairly
- High stimulation of student interest
- High level of concern for and accessibility to students

***Person First Language***

As future teachers and advocates for children with disabilities, students will be expected to use person-first language when referring to people with disabilities in their assignments. There will be a 10% deduction for failing to use person-first language. (Example<sup>1</sup>: Joe is a student with an emotional behavioral disorder (example) rather than Joe is emotionally disabled (non-example). Example<sup>2</sup>: Jane is a fourth grader with a learning disability (example) rather than Jane is a learning disabled fourth grader (non-example).

***Class Cancellation***

I will attempt to inform you as soon as possible (via email) in the unlikely event that class is cancelled for any reason (e.g., inclement weather). Additionally, the instructor will contact office staff in the EPSY Department to announce any cancellations. Students should use common sense and good judgment in their decision-making, and keep personal safety and the safety of others their foremost concern. However, students should anticipate class will meet at the regularly scheduled time.

**The First Rule of Faggella-Luby: At all times do your best.**

I remember what it was like to be in your seat. I remember certain undergraduate and graduate professors who shaped the teacher I am today. They were crazy and hard and more brilliant than you will ever have to worry about me being. They made us work hard, harder than ever before because they understood that the work we were preparing to do is essential to improving the lives of children with disabilities and their families. Education literally shapes the foundation of our society, and you will each play a pivotal role in how successful or disastrous that future is. The stakes are just that high, but I can promise you that if you are doing your best in my course on a weekly basis you will not be disappointed at how much you have grown by the end of the semester. In the end, remember that professors will come and go, just as people do in our lives, but inevitably the success you have as a future teacher will be the result of the work you put in. So, at all times do your best!

**A Final Word**

Thank you for your participation, engagement and enthusiasm in advance. If you make the choice to engage in discussions, review frequently, read voraciously, and prepare daily, you are making the choice to have a life-altering semester because your teaching will never be the same. I invite you to walk down this path with me.

-MFL

## ACADEMIC AND SCHOLARLY MISCONDUCT

### ***Plagiarism***

Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

The purpose of written assignments is to assess your work, your thoughts, and your insights. Taking bits and pieces of other authors’ writing and simply placing it in your paper shows little evidence of original thought. I look forward to reading your original thoughts, reflections, and insights. If you are concerned about possible plagiarism, see me at least 48-hours before the assignment is due and I will make every effort to work with you.

### ***Attendance***

Attendance is mandatory at all class meetings unless there is a compelling reason (e.g., death in the family). If a class is missed, the student is responsible for all material covered in class, including all handouts. Information presented and learning activities in each class are considered essential for student development and growth during the semester. Make-up quizzes or assignments will be up to the discretion of the instructor and will be permitted only with prior approval (at least twenty-four hours prior) or in the case of a documented emergency.

### ***Collection of Student Assignments for Accreditation and Certification Purposes***

Assignments completed for this course may be used as evidence of candidate learning in national, regional, or state accreditation reports of Neag programs or for certification purposes of the instructor. Names and other identifying elements of all assignments will be removed before being included in any report or product. Students who do not wish their work to be used for these purposes must inform the instructor in writing by the end of the semester. Your participation and cooperation will enable the continued growth and development of Neag programs and faculty. Thank you.

### ***Recording Class***

My lectures are protected by state common law and federal copyright law. They are my own individual expression, and I have either recorded them (in a fixed and tangible medium of expression) or am recording them at the same time that I deliver them in order to obtain protection. Although you are authorized to take notes in class, thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use, or in the case of a student with a disability (if the Center for Students with Disabilities has determined that it is a reasonable accommodation). You are not authorized to record my lectures, to provide your notes to anyone else, or to make any commercial use of them without express prior permission from me.

### ***Attention Students***

Final exam week for Spring 2013 takes place from Monday, May 6 through Saturday, May 11. Students are required to be available for their exam during that time. Students must visit the Dean of Students (DOS) Office if they cannot make their exam. The DOS will give the student his or her instructions thereafter.

**\*\*NEW THIS YEAR\*\*** OSSA is REQUIRING that students who have a conflict about which they have or should have had advanced notice (bunched, religious obligation, legal/medical appointments...) MUST seek permission to reschedule their assessment NO LATER THAN April 26<sup>th</sup>.

Please note: vacations, previously purchased tickets or reservations, weddings (unless part of the wedding party), and other large or small scale social events, are not viable excuses for missing a final exam. Please contact the Dean of Students office with any questions. Thank you in advance for your cooperation

***Note: If you require special education adaptations or accommodations in order for you to participate fully in the class, please contact the instructor as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting:***

The Center for Students with Disabilities (CSD) <http://www.csd.uconn.edu>  
 Wilbur Cross Bldg., Room 201  
 (860) 486-2020 (voice); (860) 486-2077 (TTD)



## Curriculum Action Request Form

All parts of this form should be completed for all course action requests. Submit an **electronic** copy to the Chair and Secretary of the Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide all the information requested in the guidelines that apply to the requested action(s). *For new courses and initial requests a syllabus must also be submitted*. Submit all materials at least one week prior to the monthly committee meeting.

Course Number: *Current* 4115 *Proposed* same

Course Title: *Current* Directed Student Teaching: Special Education

*Proposed* same

Initiating Faculty Contact Person: Allison Lombardi

Department EPSY U-Box: 3064

Phone: (860) 486-2213 Email: allison.lombardi@uconn.edu

Proposed Course Instructor(s): TBD

Proposed Implementation Date Semester: Spring Year: 2014

### Action Requested (“X” all that apply)

Course:        new                      revision X                      experimental    drop course

Program/concentration:                      new                      revision

### Supporting documentation:

- Date of Departmental Approval: \_\_\_\_\_
- Departmental Meeting Minutes attached (*electronic copy*)
- Departmental Chairperson Approvals (*inc. all 5 departments-electronic copies of emails attached*)
- Completed Graduate School Transmittal Form (*electronic copy - for graduate courses only*)
- Complete appropriate second page: 2 (NEW), 3(REVISED), 4 (DROPPED), or 5 (PROGRAM CHANGE)



## **REVISIONS of Existing Course**

*Complete the following sections:*

### **Existing** title and catalog copy

EPSY 4115: Directed Student Teaching: Special Education  
Practicum experience with mentally retarded, learning disabled and/or emotionally disturbed students.

### **Proposed** title and catalog copy

*(Include course credits and restrictions for registration)*

EPSY 4115: Directed Student Teaching: Special Education  
Practicum experience with students with disabilities

### **Rational** for actions being requested

*(Use additional sheets as necessary):*

The current course description includes out-of-date language

### **Course Syllabus**

*(Including course description and course outline)*

Please see attached

**EPSY 4115**  
**Direct Student Teaching—Special Education**  
**University of Connecticut**

**Course description:** Practicum experience with students with disabilities

**COURSE OBJECTIVES:**

As a result of this course, students will be able to:

1. Prepare the physical environment to deliver instruction
2. Design and modify lesson plans to provide access to the general education curriculum for groups of students and individuals
3. Maintain a structured learning environment
4. Reinforce appropriate behavior and respond to inappropriate behavior for groups of students and individuals
5. Deliver evidence- and standards-based instruction
6. Assess students' knowledge and skills before, during, and after instruction
7. Assess students' response to instruction
8. Uphold standards for professional and ethical responsibility
9. Implement classroom and school procedures
10. Collaborate with educational professionals and family members

The purpose of the student teaching experience is for the student teacher to develop and demonstrate competence as a classroom teacher under the guidance and mentoring of a cooperating teacher, a university supervisor, and a seminar leader. The student teaching assignment lasts approximately 12 weeks, beginning officially during the third week of UConn's spring semester and ending on the last day of UConn's spring semester classes. Students will work with the cooperating teacher and university supervisor to determine a sequence of teaching responsibility.

**Grading Guidelines**

Students will be evaluated by their cooperating teacher and a university supervisor during the first half and the second half of the semester using the Student Teaching Evaluation and Feedback form (STEFF). The STEFF identifies five domains crucial for effective teaching in special education: (a) Planning and preparation, (b) Evidence-based classroom and behavior management, (c) Evidence- and standards-based instruction, (d) Assessment and evaluation, and (e) Professional behaviors and responsibilities. The domains and descriptors are informed by the Council for Exceptional Children Preparation Standards and the Connecticut Common Core of Teaching for Special Education, as well as other relevant preparation standards.

A formal review of progress will occur at midterm and at the end of the semester. At the end of the semester, the cooperating teaching and university supervisor will assign a final grade for student teaching using the STEFF.

**The Teacher Education Program Continuation Policy indicates that students must demonstrate the ability to work successfully with K-12 students in field placement settings. Students must receive a positive evaluation from the cooperating teacher and university**

supervisor to continue in the program. The Special Education program requires students to demonstrate satisfactory performance in all STEFF domains.

At the midterm evaluation, students receiving a grade below a B level will participate in the development of an improvement plan with the university supervisor, the cooperating teacher, and the faculty advisor. Students who are unable to improve their performance by the end of the semester may not be able to continue in the IB/M program.

Students are referred to the IB/M Teacher Preparation Program Handbook for more details regarding Student Teaching expectations.

The following descriptors will guide the student teaching final grade:

<b>Grade</b>	<b>Student Teaching Performance</b>	<b>Message to Potential Employer</b>
<b>A</b>	Student performed in a consistently superior manner across domains	<b>Student should be an outstanding beginning teacher</b>
<b>B</b>	<b>Student performed in a highly satisfactory manner across domains</b>	<b>Student should be a good, highly capable teacher with promise for further professional growth</b>
<b>C</b>	Student performed in an average manner across domains	Student will need some on-the-job supervision before being able to teach independently in a fully satisfactory manner
<b>D or F</b>	<b>Student performed in a poor manner across domains</b>	<b>Student should not be offered a teaching position</b>

# Curriculum Action Request Form

All parts of this form should be completed for all course action requests. Submit an **electronic** copy to the Chair and Secretary of the Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide all the information requested in the guidelines that apply to the requested action(s). *For new courses and initial requests a syllabus must also be submitted*. Submit all materials at least one week prior to the monthly committee meeting.

Course Number: *Current* 5108 *Proposed* keep as is

Course Title: *Current* Instruction of Students with Special Needs in the Mainstream

*Proposed* Students with Special Needs in the Classroom Environment

Initiating Faculty Contact Person: Allison Lombardi

Department EPSY U-Box: 3064

Phone: (860) 486-2213 Email: allison.lombardi@uconn.edu

Proposed Course Instructor(s): Allison Lombardi

Proposed Implementation Date Semester: Fall Year: 2014

## Action Requested (“X” all that apply)

Course:        new                      revision X                      experimental    drop course

Program/concentration:                      new                      revision

## Supporting documentation:

- Date of Departmental Approval: \_\_\_\_\_
- Departmental Meeting Minutes attached (*electronic copy*)
- Departmental Chairperson Approvals (*inc. all 5 departments-electronic copies of emails attached*)
- Completed Graduate School Transmittal Form (*electronic copy - for graduate courses only*)

- Complete appropriate second page: 2 (NEW), 3(REVISED), 4 (DROPPED), or 5 (PROGRAM CHANGE)

## **REVISIONS of Existing Course**

*Complete the following sections:*

### **Existing title and catalog copy**

EPSY 5108: Instruction of students with special needs in the mainstream  
Focus on planning for and working with students with special needs in schools.

### **Proposed title and catalog copy**

*(Include course credits and restrictions for registration)*

EPSY 5108: Students with Special Needs in the Classroom Environment  
Methods for identifying, planning for, and working effectively with children with special needs in the general education classroom. Intended for non-SPED majors only.

### **Rational for actions being requested**

*(Use additional sheets as necessary):*

The existing title has an outdated term (mainstream) and suggests that instructional methods will be taught. There is not a need for instructional methods to meet program certification for students who typically take the course (non-SPED graduate students). The criteria for certification from the state is written below. The course will meet these criteria even with the change in the course title and description.

Sec. 10-145d-556 (f) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

### **Course Syllabus**

*(Including course description and course outline)*

Please see attached

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## **EPSY 5108- Instruction for Students with Special Needs in the Mainstream**

### *Instructor:*

Allison Lombardi, Ph.D.

Assistant Professor, Department of Educational Psychology

allison.lombardi@uconn.edu

(860) 486-2213

002a Gentry Building

office hours: Mondays 1-3:30pm, or by appointment

### **Fall 2013 Course Meetings**

Mondays 4-6:30pm

267 Oak Hall

### Course Description

In the relatively brief span of a few decades, starting with the passage of P.L. 94-142 in 1975, public education for students with disabilities has changed dramatically. These changes have coincided with new laws, attitudes, and practices about and on behalf of those with special needs. Today, the majority of students with disabilities are educated in the general education classroom alongside their peers without disabilities.

This course is required for anyone wishing to obtain certification to work in K-12 public schools in Connecticut. As such, it is designed to provide a base of information about special education and students with special needs that will be applicable to each of you, regardless of the professional discipline you represent. In the first half of the semester, I will cover special education law, policies, contentious issues, and frameworks of service delivery. The second half will be devoted to learning about certain disability categories in more depth and developing a critical awareness of the portrayal of disability in popular media.

### Course Goals

By the end of the semester, I hope you will be able to:

1. Understand the key components of the Individuals with Disabilities Education Act (commonly referred to as IDEA).
2. Understand current and past frameworks of service delivery in special education
3. Become a consumer and critic of educational research, policies, and products
4. Understand prevalent disability category definitions, including methods to identify, evaluate, and support students who qualify for special education services
5. Gain a greater awareness of the portrayal of disability in popular media
6. Learn, practice, and refine analytical writing skills
7. Work collaboratively with classmates

## Course Reading and Video

There is no assigned textbook for this course. Articles and video links will be posted on a weekly basis on HuskyCT. Please check the course site often.

## Expectations

As a member of the graduate student community at the University of Connecticut, you will be held to the policies and procedures outlined in the University *Policy on [Academic Integrity in Graduate Education and Research](#)*. *You are responsible for reading and understanding this policy*. If you have questions after you review this, please contact me. The Policy can be found at

[http://www.community.uconn.edu/academic\\_integrity.html](http://www.community.uconn.edu/academic_integrity.html)

*Students found in violation of this code will receive a grade of Zero for that component of the course, which may result in a failing grade for the course.*

It is expected that all students will treat all peers, guest speakers, and the instructor with respect. This includes, but is not limited to:

- Turning off and putting away cell/smart phones;
- Turning off and putting away any type of portable electronic device, radio, audio player, or game;
- Avoiding “side” conversations with peers;
- Not napping in class – if you are tired or not feeling well, please leave the class until you are ready to actively participate;
- Using in class activities and group work periods to focus on learning, not social engagement;
- Treating the comments and ideas of others with respect.

## Assignments & Grading

**Your final grade is based on: (1) preparation for class, including completion of course readings and attendance, (2) disability category presentation, (3) policy review, (4) three research article critiques, (5) popular culture and disability paper, (6) multicultural competence online certificate**

**Course grades are heavily based on written products. If you feel this method of assessment will place you at a disadvantage, please see me right away to discuss alternate assessment methods. Ideally, you will first propose to me your preferences of assessment, which I will consider and discuss with you outside of class.**

**Preparation for Class:** It is important that you complete the assigned readings, attend class, and be prepared to participate in discussions. I fully understand that you have a variety of competing demands for your time. However, if you miss class because you are ill, this is not excused unless you have a doctor’s note. If you miss class because of



school functions or other reasons, I cannot excuse this absence. It will be up to you to weigh your options in regards to missing class for another obligation.

**Disability Category Presentation:** In a group, you will present information to your classmates on one disability category. The categories to choose from are: Learning Disabilities, Attention Deficit Hyperactivity Disorder, Intellectual Disabilities, Autism Spectrum Disorder, Gifted and Talented, Orthopedic Impairments, Communication Disorders, and Emotional/Behavioral Disorders. Your presentation will cover four sections: prevalence and definitions, current trends in research, advocacy agencies, and strategies for intervention. If you wish, you may organize a class activity around the content. You will sign up for a disability category on the first day of class.

**Policy Review:** Individually, you will learn and write about the role of the SRBI (Scientific Research-based Interventions) state policy in your practical setting. I recommend you begin work on this paper after we cover SRBI in class on 9/9 and you have read the CSDE document on SRBI. After you complete this preparation, please (1) Describe, in detail, your school's approach to SRBI (including if and how staff and students are being educated in its use), (2) Determine/report on the relationship between SRBI in your system and its pre-referral process, and (3) Report on: (a) What you believe to be the strengths and weaknesses/needs based on your findings and (b) SRBI model components you support/would consider altering were you in a position to do so.

**Research article critiques:** You will complete 3 critiques of current special education research. The articles will be selected and correspond to weekly topics during weeks 3, 4, 5, and 6. There will be 4 topics to choose from but you only need to complete 3 critiques. You will be responsible for reading and coming to class prepared to discuss each article. You will submit your critique *prior to the start of the class period* on which it is due. Please submit your critique via HuskyCT (see left hand side menu option "Research critiques"). On the day the article is due in class, be ready to share your critique. Each critique should address:

1. **Audience:** Who is the intended audience? Is it clear who the potential audience would be? Is it a large or small audience? How is the author attempting to inform or influence this audience? With information? With interpretation? With policy ideas and solutions? Is the context of the problem discussed (i.e., is the genesis of the policy explained?), or is it assumed the audience will know this?
2. **The Issue:** Was the issue clear? Was it an important issue? How well written is it? Did you understand it? Do you think the authors make a clear case as to why they must study the issue? How did they use the literature to support this case?
3. **Conceptual Framework:** What's the framework for analysis? Was this framework obvious or did you have to infer?
4. **Methods:** Describe the methods used in the study. Did the methods used seem appropriate to the issue? If so, why? If not, why not?
5. **Readability:** How technical is the analysis? Can a lay person read it? Only an expert read it? What kind of expert can read it? Is the level of technical detail

appropriate to the problem, or does it seem designed to obscure an understanding of the issues? How are the findings presented? Narrative? Tables, charts, graphs? Historical analysis? Cost-benefit analysis? Competing values analysis?

6. **Utility of the findings:** Are the conclusions or recommendations sufficient? Should they be used as the basis for policy formulation? What are the strengths and weaknesses to the study findings? What are the major limitations?
7. **Your position:** Could you see yourself using the findings in your professional career to some degree? How so? If not, explain why you do not think the findings are useful.

**Popular Culture and Disability Paper:** The purpose of this assignment is to raise your awareness of the portrayal of disability in popular culture, specifically through film. Over the course of the semester, you will view 2 movies that have disability-related themes or characters. A list of approved movies will be provided by week 3. *You must select and watch 2 movies from this list.* You will write an analytical paper on the intersections of disability and other facets of identity that were portrayed in the movies. A more detailed guidelines handout will be provided later in the semester. During the week 14 class period, we will break into small groups to talk about stereotypes and identity intersections in the movies. It is recommended that you bring a rough draft of your paper to this class period, and use this time to take notes for revising your paper. The actual paper will not be due until week 15 (12/2).

**Multicultural Competence online certificate:** Individually, you will complete the Transition Coalition online training module in multicultural competence (link will be available on HuskyCT). After completion, please email me your certificate to earn credit. I will not read or have access to any of your responses to the online module questions. You must email me your certificate to earn points for this assignment.

Assignment/expectation	Points possible	Percentage of Grade
Preparation for Class	26	17%
Disability Category Presentation	30	19%
Research Critiques (3 at 10 pts. each)	30	19%
Policy Review	30	19%
Popular Culture and Disability Paper	30	19%
Multicultural Competence online certificate	10	6%
Total	156	

## Course Schedule: Reading and Assignments

Week and Topic	Class Agenda and Readings Due by beginning of class	Assignments Due
<b>Week 1: 8/26</b> <b>Introduction to Special Education</b>	<b>Concept of normality, Medical and social models, Person-first language, Intro to IDEA provisions</b>  Kaufman, McGhee, & Brigham. (2004). <i>Enabling or Disabling?</i>  Harry & Kingner. (2007). <i>Discarding the deficit model.</i>  Russell. (2008). <i>How are your person first skills?</i>	<i>Sign up for disability category presentation</i>
<b>Week 2: 9/2</b> <b>No class</b>	Labor Day holiday	
<b>Week 3: 9/9</b> <b>Frameworks of Service Delivery</b>	<b>Comparing Multi-tiered systems of support (MTSS) and discrepancy models</b>  SRBI Document  CT IEP Manual  Connecticut School Shooting Position Statement  Simonsen et al. (2010). <i>Redefining special educators as interventionists.</i>  Gage et al. (2013) <i>Truancy and Zero Tolerance in High School: Does Policy align with practice?</i>	<i>In-class research article group activity</i>
<b>Week 4: 9/16</b> <b>Policy and Special Education</b>	<b>IDEA, ESEA, Accountability, Alternate Assessment</b>  OSEP Toolkit  IRIS module: High Stakes Testing for Students with Disabilities (legal and interpretation).  Shaftel & Rutt (2013). <i>Characteristics of students who take alternate assessments based on modified achievement standards.</i>	<b>Research critique #1 (Shaftel &amp; Rutt)</b>
<b>Week 5: 9/23</b> <b>Policy cont'd</b>	<b>Teacher evaluation, effectiveness</b>  CEC Position Statement on Special Education Teacher Evaluation  Jones, Buzick, & Turkan (2013). <i>Including students with disabilities and English learners in measures of educator effectiveness.</i>	<b>Policy Review</b>  <b>Research critique #2 (Jones et al)</b>
<b>Week 6: 9/30</b> <b>Transition to Adult Life</b>	Halpern (1993). <i>Quality of life as a conceptual framework for transition services.</i>  Cobb et al. (2013). <i>Improving post-high school outcomes for transition-age students with disabilities: An evidence review.</i>	<b>Research critique #3 (Cobb et al)</b>

Week and Topic	Class Agenda and Readings Due by beginning of class	Assignments Due
Week 7: 10/7 Issues in Special Education	<p><b>Racial Disproportionality, Parent advocacy (guest speaker)</b></p> <p>Skiba et al. (2008). <i>Achieving equity in special education</i></p> <p>Sullivan &amp; Bal (2013) <i>Disproportionality in Special Education: Effects of Individual and School Variables on Disability Risk</i></p>	Research critique #4 (Sullivan & Bal)
Week 8: 10/14 Issues in Special Education	<p><b>Multicultural competence, English Language Learners (guest speaker)</b></p> <p>National Center on RTI webinar: <i>The Essential Components of RTI: Considerations for English Language Learners</i></p> <p>NASP (2010). <i>Culturally competent assessment of English Language Learners.</i></p> <p>Rinaldi &amp; Samson (2008). <i>English language learners and response to intervention.</i></p>	Transition Coalition Online Certificate
Week 9: 10/21 Disability categories	<b>Learning Disabilities, ADHD</b>	Group Presentations
Week 10: 10/28 Disability categories	<b>Intellectual Disabilities, Autism Spectrum Disorder</b>	Group Presentations
Week 11: 11/4 Disability categories	<b>Communication Disorders, Emotional Disturbance</b>	Group Presentations
Week 12: 11/11 Disability categories	<b>Orthopedic Impairments, Gifted and Talented</b>	Group Presentations
Week 13: 11/18 No class	Thanksgiving holiday	
Week 14: 11/25	Disability in the media	
Week 15: 12/2 Course wrap-up		Popular Culture Intersections Paper

# Curriculum Action Request Form

All parts of this form should be completed for all course action requests. Submit an **electronic** copy to the Chair and Secretary of the Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide all the information requested in the guidelines that apply to the requested action(s). *For new courses and initial requests a syllabus must also be submitted*. Submit all materials at least one week prior to the monthly committee meeting.

Course Number: *Current* \_\_\_\_\_ EPSY 5116 *Proposed* \_\_\_\_\_

Course Title: *Current* \_\_\_\_\_ Individual Pupil Assessment \_\_\_\_\_

*Proposed* \_\_\_\_\_ Assessment in Special Education \_\_\_\_\_

Initiating Faculty Contact Person: \_\_\_\_\_ Natalie Olinghouse \_\_\_\_\_

Department \_\_\_\_\_ Educational Psychology \_\_\_\_\_ U-Box: \_\_\_\_\_ 3064 \_\_\_\_\_

Phone: \_\_\_\_\_ 860.486.6153 \_\_\_\_\_ Email: \_\_\_\_\_ natalie.olinghouse@uconn.edu \_\_\_\_\_

Proposed Course Instructor(s): \_\_\_\_\_ Natalie Olinghouse \_\_\_\_\_

Proposed Implementation Date \_\_\_\_\_ Semester: \_\_\_\_\_ Fall \_\_\_\_\_ Year: \_\_\_\_\_ 2014 \_\_\_\_\_

## Action Requested (“X” all that apply)

Course:            new                            **XX** revision                            experimental    drop course

Program/concentration:                            new                            revision

## Supporting documentation:

- Date of Departmental Approval: \_\_\_\_\_
- Departmental Meeting Minutes attached (*electronic copy*)
- Departmental Chairperson Approvals (*inc. all 5 departments-electronic copies of emails attached*)
- Completed Graduate School Transmittal Form (*electronic copy - for graduate courses only*)
- Complete appropriate second page: 2 (NEW), 3(REVISED), 4 (DROPPED), or 5 (PROGRAM CHANGE)

## **REVISIONS of Existing Course**

*Complete the following sections:*

### **Existing** title and catalog copy

EPSY 5116 Individual Pupil Assessment

Diagnosis and prescription for children with special learning and behavioral disabilities, including administration, scoring and interpretation of pupil assessment instruments.

### **Proposed** title and catalog copy

*(Include course credits and restrictions for registration)*

EPSY 5116 Assessment in Special Education

Application of assessment in special education focusing on current purposes, policies, and practices in schools.

### **Rational** for actions being requested

*(Use additional sheets as necessary):*

Existing course title uses outdated terminology. Course description does not reflect the rapidly changing field of special education assessment.

### **Course Syllabus**

*(Including course description and course outline)*

**EPSY 5116**  
**Assessment in Special Education**  
**University of Connecticut**

**Course description:** Application of assessment in special education focusing on current purposes, policies, and practices in schools.

**COURSE OBJECTIVES:**

As a result of this course, students will be able to:

1. Demonstrate knowledge of important psychometric concepts that underlie the assessment process and are used in assessment reports.
2. Describe the legal provisions, regulations, and guidelines as well as ethical and cultural considerations regarding assessment of children and adolescents.
3. Define the terminology associated with the process of assessment including the underlying academic/behavior constructs typically discussed in an educational assessment report.
4. Identify and apply criteria used to evaluate and select formal tests (e.g., standardization, reliability and validity, etc.).
5. Administer, score, and interpret the results of formal/standardized assessment instruments and curriculum-based measurement.
6. Write a comprehensive educational assessment report including recommendations based on the activities under #5.
7. Delineate key elements relating to the assessment process of students with specific exceptionalities.
8. Use technology tools relating to the course and to the assessment process.

**REQUIRED TEXT AND MATERIALS**

\*\*\*Bring each week's assigned readings and text to class

- Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The ABCs of CBM: A practical guide to curriculum-based measurement*. New York: Guilford.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (12th ed.)(2013). *Assessment in special and inclusive education*. Boston: Houghton Mifflin. [selected chapters available as e-chapters]
- Other reading materials are listed for each week's class and are available either online or on course HuskyCT site.

## **COURSE NORMS AND EXPECTATIONS**

Due to the structure of the class, it is important that each member take responsibility for his or her role in the class. It is expected that students will arrive before the start of the class, attend class sessions weekly, and be prepared to discuss the assigned readings for each class period.

Please turn off all electronic devices during class. Laptops are permitted in class; however, the use of a laptop for purposes unrelated to class work is prohibited and will result in a loss of privilege related to laptop use.

Questions and concerns may be handled through email, phone, or personal contact. Students may request an appointment at any time. Student emails will be answered within 24 hours of receipt, Monday through Friday. I will use your UConn email for all class correspondence. Please make sure you check this email regularly.

In case of inclement weather, please check the Weather and Emergency Closing 24 Hour telephone line: (860) 486-3768 to see if classes are canceled. When evening classes are canceled (after 5 pm), our class is also canceled.

### Accommodations for Disabilities

If you require accommodations due to a documented disability, please discuss this with me at the beginning of the semester. Disability services are available through the Center for Students with Disabilities (CSD), Wilbur Cross Building, Room 201, 486-2020, or the University Program for College Students with Learning Disabilities (UPLD), Gentry, Room 003, 486-0178.

Attendance and Punctuality: Absences should be pre-arranged with the instructor if possible. Emergencies that interfere with a student's ability to meet class expectations (attendance or submission of class assignments) should be conveyed to the instructor as soon as possible.

Your active participation in class will count toward your grade because it is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, analyzing, generating ideas, making presentations, participating in peer activities, giving feedback, sharing observations and experiences, and so on. You cannot do your share if you are not *present and active*. Please make sure you call (486-6153) or email (natalie.olinghouse@uconn.edu) if you are unable to attend class. You are responsible for the content of any class you miss.

### **Confidentiality**

Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, I expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment.



## Academic Integrity

I assume that each student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's Academic Integrity Policy:

[http://grad.uconn.edu/academic\\_integrity.html](http://grad.uconn.edu/academic_integrity.html). It is the student's responsibility to be familiar with the Academic Integrity Policy.

***Incidents of plagiarism and fabrication of student data are taken very seriously and will be sanctioned in accordance with university policy. Students are expected to complete all course assignments independently.***

At the beginning of the semester, students will be required to read the Academic Integrity Policy and affirm that they will complete all course assignments in accordance with the University Academic Integrity Policy.

## Person-First Language

In keeping with the fact that students with disabilities are, first and foremost, individuals, and secondly, have a disability, references in written work should reflect this emphasis on personhood by use of the phrase "students with learning/behavioral disabilities." If you are evaluating a student who is classified with a disability, please assure that this terminology is used in your report. Further information about person-first language can be found at:

[http://www.asha.org/publications/journals/submissions/person\\_first.htm](http://www.asha.org/publications/journals/submissions/person_first.htm)

## COURSE REQUIREMENTS

### Course Assignments

Course grades will be based on the following course assignments. Details regarding each of these assignments will be given at a later date and are available on HuskyCT. Each class will begin with a question period about upcoming readings and assignments, but students should feel free to contact me outside of class if needed.

Category	Details and Points	Due Date
Professional Behavior and Course Engagement	20 points: Evidence of preparing for each class session, active participation in course activities, and professional behavior	Ongoing
Educational Report	45 points: Part I 55 points: Part II + Parent report	Part I: Week 10 Part II: Week 15
Issues and Trends in Assessment	30 points	Week 8
Test Review	50 points	Week 12
Take home Tests	15 points Chapter 4 (5 points), Chapter 5 (10 points)	Weeks 7 & 9

Grading Scale and Final Grades: Grading expectations will be made clear prior to the due date for each assignment. I intend to provide you feedback with both comments and grades. **I do not round up to the next highest point, provide additional points, or extra credit.** It is the student's responsibility to submit outstanding, exemplary work across all assignments in order to receive an A in this course.

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
74%-76%	C
70%-73%	C-
67%-69%	D+
64%-67%	D
60%-63%	D-
Below 59%	Fail

Turning in Assigned Work: Assignments are due as indicated on the course schedule, and you are responsible for knowing what the due dates are. All assignments are due at 4 pm on the date listed. Any assignments turned in after this time will be considered late. Unless arrangements are made *in advance* of the due date, I will deduct 10% for each 24 hour period the assignment is late. You are strongly encouraged to meet with your instructor to discuss assignments.

## Weekly Schedule

<b>Week 1</b> ~Introduction to class	
<b>Read:</b> ▪ Connecticut IEP (in class)	
<b>Week 2</b> ~Context for assessment ~Decision making and assessment	
<b>Read:</b> ▪ <i>Assessment in Special and Inclusive Education</i> , Chapters 2 and 24 ▪ <a href="#">CT SRBI document</a> , pp. 13-45 <i>Assigned readings based on group (groups A, B, and C)</i>	<b>Due:</b> PowerPoint by noon for groups A, B, and C
<b>Week 3</b> ~Decision making and assessment	
<b>Read:</b> ▪ <i>Assessment in Special and Inclusive Education</i> , Chapter 27 ▪ Model Educational Report (available on HuskyCT) ▪ <i>Assigned readings based on group (groups D and E)</i>	<b>Bring:</b> Model Educational Report  <b>Due:</b> PowerPoint by noon for groups D and E <b>Academic Integrity Policy and Professional Responsibility affirmation</b>
<b>Week 4</b> ~ Assessing academic achievement: Multi-skill batteries	
▪ <a href="#">Psychometric Primer</a> (pp. 3-4)	<b>Complete:</b> Multi-skill academic battery activity  <b>Bring:</b> Copy of signed consent form
<b>Week 5</b> ~ Mastering basals, ceilings, and scoring	
<b>Read:</b> ▪ <a href="#">Psychometric Primer</a> (p. 8)	<b>Bring:</b> List of tests for educational assessment and report

<b>Week 6</b> ~ Assessing academic achievement—single skill tests	
	<b>Complete:</b> Single-skill academic assessment activity
<b>Week 7</b> ~ Reliability and Validity—Test selection	
<b>Read:</b> <ul style="list-style-type: none"> <li>▪ <i>Assessment in Special and Inclusive Education</i>, Chapter 5</li> <li>▪ <a href="#">Psychometric Primer</a> (pp. 10-12)</li> </ul>	<b>Due:</b> <b>Chapter 5 Test</b>
<b>Week 8</b> ~Legal and ethical issues in assessment	
<b>Read:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">RtI, 504, and Special Education</a></li> <li>▪ <a href="#">Education Students with Disabilities</a></li> </ul>	<b>Due:</b> <b>Trends and Issues in Assessment</b>
<b>Week 9</b> ~Interpreting test scores ~Norming	
<b>Read:</b> <ul style="list-style-type: none"> <li>▪ <i>Assessment in Special and Inclusive Education</i>, Chapter 4 (test)</li> <li>▪ <a href="#">Psychometric Primer</a> (pp. 4-10)</li> </ul>	<b>Bring:</b> Completed WJ III or WIAT protocols and print outs  <b>Due:</b> <b>Chapter 4 Test</b>
<b>Week 10</b> ~ Introduction to CBM ~Screening	
<b>Read:</b> <ul style="list-style-type: none"> <li>▪ <i>The ABCs of CBM</i>, Chapters 1-4</li> <li>▪ <i>Assigned readings based on group</i></li> </ul> <p><i>Students may start CBM testing after this class session</i></p>	<b>Due:</b> <b>Educational Report, Part I</b>

<b>Week 11</b> ~ Subject-specific CBM	
<b>Read:</b> ▪ <i>Assigned readings based on group</i>	<b>Complete</b> CBM activity
<b>Week 12</b> ~Crafting the educational report	
	<b>Due:</b> <b>Test Review</b>
<b>Week 13</b> ~ Interpretations and recommendations	
<b>Week 14</b> ~ Charting and graphing CBM data ~Progress monitoring	
<b>Read:</b> ▪ <i>The ABCs of CBM, Chapter 8</i> ▪ <i>Assigned readings based on group</i>	<b>Bring:</b> Completed/scored CBM probes
<b>Week 15 –Finals week TBA</b> ~Communicating test results	
	<b>Due:</b> <b>Educational Report, Part II</b> <b>Parent handout</b>

**Note:** Based on class needs, readings may be adjusted throughout the semester.



Neag School of Education

PEOPLESOFT ID#:

Select one:  Preliminary Plan  Final Plan

NAME:

FIRST NAME

MIDDLE INITIAL LAST NAME

SUFFIX

LOCAL ADDRESS, CITY, STATE, ZIP:

HOME ADDRESS, CITY, STATE, ZIP:

CELL/LOCAL PHONE:

HOME PHONE:

FIRST NSOE SEMESTER (E.G. F 12):

EMAIL:

PLANNED GRADUATION (E.G. S 14):

LOWER DIVISION COLLEGE (E.G. ACES, ETC.):

PRAXIS I TEST:

PASS

ELIGIBLE FOR WAIVER

HAVE APPLIED FOR WAIVER

DIRECTIONS:

- 1. Complete this Plan of Study form and have it signed by your advisor.
2. Submit one copy of Plan and one copy of your unofficial transcripts to: Room 303, Gentry Building.
3. Preliminary Plan must be submitted by November 1 of junior year; Final plan must be submitted by October 1 of senior year.
4. To indicate the semester/year in which a course is completed, use "F" for Fall, "S" for Spring, "SS" for Summer (i.e.: F12 for Fall 2012 semester).
5. For transfer courses from other institutions, use "T" for semester/year, but leave grade area blank as grades do not transfer.

PASS/FAIL RULE: Students may NOT elect the Pass/Fail option to fulfill general education, subject area major, or professional education requirements.

EIGHT-YEAR RULE: Please indicate with an asterisk (\*) any course work subject to the eight-year rule for which you will petition in your final semester.

PROFESSIONAL EDUCATION COURSES

Table with 6 columns: DEPT., No., COURSE TITLE, CREDITS, SEMESTER/YEAR, GRADE. Lists various professional education courses like EDCI 3000, EPSY 3010, etc., totaling 51 credits.

SUBJECT AREA MAJOR COURSES

Table with 6 columns: DEPT., No., COURSE TITLE, CREDITS, SEMESTER/YEAR, GRADE. Includes sections for Mathematics, Science, and Single Subject Area courses, totaling 51 credits.



Related Subject Areas: At least 15 credits in the 3 related subjects listed below which do not include the subject area selected above. 2 of these related subject areas must include at least 2 courses. Only 9 credits in single subject & related courses at the 1000-level allowed (math or science courses count as 2000-level courses).

- Humanities: English; Fine Arts (Art, Drama, and/or Music); Modern and Classical Languages; Linguistics; Philosophy; and/or Communication
Social Sciences: Anthropology; Economics; Geography; History; Political Science; Psychology; and/or Sociology
Mathematics: Computer Science; Mathematics; and/or Statistics
Science: Biology; Chemistry; Earth Science; General Science; and/or Physics

Table with 5 columns: DEPT., NO., COURSE TITLE, CREDITS, SEMESTER/YEAR, GRADE. Includes a row for TOTAL RELATED SUBJECT CREDITS.

Table with 2 rows: TOTAL RELATED SUBJECT CREDITS, TOTAL SUBJECT AREA MAJOR CREDITS (SINGLE SUBJECT + RELATED SUBJECT).

GENERAL EDUCATION REQUIREMENTS

Table with 6 columns: CONTENT AREA, DEPT., COURSE NO., CREDITS, SEMESTER/YEAR, GRADE. Lists requirements for Foreign Languages, English, and various content areas.

CLINICAL PLACEMENT DATA

Table with 4 columns: SCHOOL(S), SEMESTER/YEAR, CO-OP / CLINIC TEACHER, GRADE LEVEL.

TOTAL COMBINED CREDITS: \_\_\_\_\_

(Credits must total at least 120, with a minimum GPA of 2.2. Math 1010 credits cannot be used towards this goal.)

SIGNATURES

STUDENT'S SIGNATURE

DATE

FACULTY ADVISOR'S SIGNATURE

DATE

DEAN'S SIGNATURE

DATE