



UNC CHARLOTTE

# 2013-2014 LONG SIGNATURE SHEET

Proposal Number: SPED 02-25-14

Proposal Title: SPED Graduate Certificate-Adapted Curriculum Program Revision

Originating Department: Special Education & Child Development (SPCD)

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4-17-14	4-17-14	4-17-14	Approved	<u>DEPARTMENT CHAIR</u>  Lee Sherry
4-22-14	4-22-14	4-22-14	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  Kelly Anderson
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here:]
			Approved	<u>COLLEGE DEAN</u>  Ellen McIntyre
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses)  [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
4-7-14	5-6-14	6-19-14	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only)  ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



# UNC CHARLOTTE

+

## LONG FORM COURSE AND CURRICULUM PROPOSAL

---

\*To: Graduate Council

From: Special Education (Janet K. Baxter)

Date: 4/15/14

Re: Revision of the SPED Graduate Certificate-Adapted Curriculum Program

---

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

\*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

## **I. HEADING AND PROPOSAL NUMBER**

University of North Carolina at Charlotte

Revision of the SPED Graduate Certificate-Adapted Curriculum Program

Special Education (SPED)

**TITLE.** *Revision of the SPED Graduate Certificate-Adapted Curriculum Program*

## **II. CONTENT OF PROPOSALS**

### **A. PROPOSAL SUMMARY.**

The Special Education (SPED) program proposes to add the following new courses SPED 5280 Multiple Disabilities and SPED 5278 Instructional Planning for Students in the Adapted Curriculum to the SPED Graduate Certificate-Adapted Curriculum.

SPED 5280 is currently approved and is listed in the graduate catalog

SPED 5278 will be a new course offering.

Due to these additions, SPED 5175 Instructional Planning in Special Education and SPED 5279 Content-Area Instruction for Students with Special Needs will be omitted from the required course sequence for the SPED Graduate Certificate-Adapted Curriculum program...

Deleting SPED 5175 and SPED 5279 from the Plan of Study, adding SPED 5280, and adding SPED 5278 will address all degree requirements (professional standards, NCDPI evidences). SPED 5278 has been developed and approved by the SPED Program February 24, 2014.

### **B. JUSTIFICATION.**

- 1.** Discuss prerequisites/co-requisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

As an initial licensure program for adapted curriculum, the SPED program decided that SPED 5280 should be a required course in this program. Also, a new course, SPED 5278 Instructional Planning for Students in the Adapted Curriculum, will be required course that replaces SPED 5175 and SPED 5279. SPED 5278 will specifically address instructional planning for students with moderate to severe disabilities and incorporate edTPA requirements specific to the instruction of students with moderate to severe disabilities.

2. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

There are specific prerequisites for SPED 5278 at the graduate level. These prerequisites include SPED 5100; SPED 5173; and SPED 5270.

3. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The changes described above will improve the content specific to teaching children with disabilities in an adapted curriculum placement. SPED 5278 will specifically address instructional planning for students with moderate to severe disabilities and incorporate edTPA requirements specific to the instruction of students with moderate to severe disabilities. The quality of the SPED Graduate Certificate –Adapted Curriculum will improve with these course changes.

4. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course has not been offered under special topics numbers.

**C. IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

This course will serve graduate certificate students working on licensure in Special Education: Adapted Curriculum. This course will be part of the Graduate Certificate Program: Adapted Curriculum-for those students.

2. What effect will this proposal have on existing courses and curricula?
  - a. When and how often will added course(s) be taught?

One section of SPED 5278 will be offered each fall semester. One section of SPED 5280 will be offered each Spring semester

- b. How will the content and/or frequency of offering of other courses be affected?

This course will not affect the content or frequency of the offering of other required courses within the Graduate Certificate: Adapted Curriculum Program.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

These courses will serve approximately 12-15 candidates per class.

- d. How will enrollment in other courses be affected? How did you determine this?

Enrollment in SPED 5279 and SPED 5175 will be reduced by the number of candidates enrolling in SPED 5278.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

This course change will affect the requirements for the Graduate Certificate: Adapted Curriculum, the planning sheet for the Graduate Certificate: Adapted Curriculum program, and the prerequisites for required courses within the Graduate Certificate: Adapted Curriculum program. Based on best knowledge, these changes will not impact enrollment in the Graduate Certification: Adapted Curriculum program, will improve candidate knowledge, and ensure that candidates complete content courses prior to internship

### **III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.**

- A. **PERSONNEL.** No additional personnel needed
- B. **PHYSICAL FACILITY.** Adequate space is already available for this course.
- C. **EQUIPMENT AND SUPPLIES:** None needed.
- D. **COMPUTER.** No additional need.
- E. **AUDIO-VISUAL.** None needed.
- F. **OTHER RESOURCES.** None needed.
- G. **SOURCE OF FUNDING.** None needed.

### **IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are

adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

-See Attached

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

-Not Applicable

**V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

- A. ORIGINATING UNIT.** The proposal was unanimously approved by the SPED program on October 29, 2013. The SPED faculty reviewed the SPED 5278 course outline and unanimously approved this course and the changes as reflected on this long form on Tuesday, February 25, 2014.

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

SPED 5278 Credit hours: 3

**Course Credit:** This *three- credit* course requires three hours of classroom or direct faculty instruction and 9 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

- C. ATTACHMENTS.**

- 1. CONSULTATION:** Library consultation is attached.
- 2. COURSE OUTLINE/SYLLABUS:** See attached.
- 3. PROPOSED CATALOG COPY:** See below for catalog changes: new course—this is an addition to the catalog listing

**SPED 5278. Instructional Planning for Students in the Adapted Curriculum. (3)**

Prerequisites: Admission to Teacher Education and Special Education Graduate Certificate Program; SPED 5100; SPED 5173; and SPED 5270. This course addresses strategies for the development, implementation, and monitoring of Individualized Education Programs (IEPs) and related

instructional planning for P-12 students with disabilities within the adapted curriculum (low incidence disabilities). Through this course, students are expected to demonstrate proficiency in developing appropriate IEPs. Additionally, this course will provide strategies for lesson planning that include collaborative instruction, Universal Design for Learning, and instructionally relevant use of computer-based technology. Implementation of at least one lesson plan is included in the course. A 10-hour field experience is a required component. (Fall)

a. For a new course or revisions to an existing course, check all the statements that apply:

This course will be cross listed with another course.

There are prerequisites for these course.

There are corequisites for this course.

This course is repeatable for credit.

This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?

Yes. If yes, please provide updated Academic Plan of Study in template format.

No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE):

Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

XX Yes. If yes, please provide updated SLOs in template format.

No.

Current data collected in SPED 5279 will be also be collected in SPED 5278 using a similar task and rubric.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.

Efforts will be made to reduce textbook costs. Specific action will be discussed with instructors and textbooks with low-cost, electronic offerings, and other alternative sources of content will be explored.

No. Briefly explain below.

**IMPORTANT NOTE:** A Microsoft Word version of the final course and curriculum proposal should be sent to [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.





## Course Outline

***COURSE NUMBER*** SPED 5278  
***HOURS*** 3

***CREDIT***

***COURSE TITLE*** Instructional Planning for Students in the Adapted Curriculum

### **CATALOG DESCRIPTION**

**SPED 5278. Instructional Planning for Students in the Adapted Curriculum. Prerequisites: SPED 5100, SPED 5173, and SPED 5270. This course addresses strategies for the development, implementation, and monitoring of Individualized Education Programs (IEPs) and related instructional planning for P-12 students with disabilities within the adapted curriculum (low incidence disabilities). Through this course, students are expected to demonstrate proficiency in developing appropriate IEPs. Additionally, this course will provide strategies for lesson planning that include collaborative instruction, Universal Design for Learning, and instructionally relevant use of computer-based technology. Implementation of at least one lesson plan is included in the course. A 10-hour field experience is a required component. (Fall)**

### ***COURSE PREREQUISITES***

SPED 5100 Introduction to Special Education  
 SPED5173 Diagnostic Assessment  
 SPED 5270 Classroom Management

### **COURSE RATIONALE**

Since the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997, all students with disabilities must participate in the general education curriculum including those with moderate and severe disabilities. Essentially, the curriculum for students with disabilities typically reflects a highly rigorous experience of education in general education classes focused on English, social studies, science, and mathematics, which presume a solid foundation in study skills and basic skills in literacy. Special education teachers play a vital role in schools in supporting students with special needs' potential to access content area courses by designing effective 21<sup>st</sup> century learning environments, collaborating with general educators, teaching learning strategies, and enhancing the content with graphic organizers, digital materials, and computer-based multimedia. Special education teachers working with students with disabilities need to (a) have knowledge of the general education curriculum and equivalent grade level expected benchmarks, (b) be proficient in developing IEPs based on their students' strengths and learning needs that hinder students' abilities to access and effectively participate in the general curriculum, (c) utilize technology effectively during instruction, and (d) be able

to collaborate with general educators and parents in the process of monitoring and adapting students' IEPs as appropriate to the individual's educational program. This course focuses on acquiring the basic knowledge and skills required for the development of IEPs and ongoing monitoring of students' progress toward their IEP goals and objectives/benchmarks, and subsequent development of instructional lessons based on the student's learning needs as they relate to their academic success within the general curriculum for students who will be working towards alternate achievement of grade level standards.

*Professional Educators Transforming Lives*, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are listed below.

**Core Proficiency: Knowledge.** Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21<sup>st</sup> Century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

**Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21<sup>st</sup> Century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E5: Culturally competent practice
- E6: Response to diverse learners

**Core Proficiency: Commitment.** Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C4: Collaboration
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are listed and in bold below.

**North Carolina Professional Teaching Standards (2007):** 1) **Demonstrate leadership**, 2) **Establish a respectful environment for a diverse population of students**, 3) **Know the content they teach**, 4) **Facilitate learning for their students**, 5) **Reflect on their practice**.

**North Carolina Specialty Area Adapted Curriculum Licensure Standards (2009):** teachers of students with disabilities will need to know and be able to address: 1) **the policies, process and procedures for providing special education services**, 2) assessment and how it drives instructional and behavioral intervention, 3) generalization of the Standard Course of Study, 4) the impact of the environment on behavior and learning for students with disabilities, 5) the organization of the educational environment for student learning, 6) **mathematics, language and literacy instruction in a systematic, explicit, multi-sensory approach**, 7) **the needs of families, general education teachers and other professionals through effective collaborative and consultation**.

The core proficiencies are also aligned with the Council for Exceptional Children's Initial Level Content Standards for special education teachers. This course seeks to develop the CEC Initial Level Content Standards that are listed and in bold below.

**Council for Exceptional Children Initial Content Standards (CEC, 2009):** 1) Foundations, 2) Development and Characteristics of Learners, 3) Individual Learning Differences, 4) **Instructional Strategies**, 5) Learning Environments and Social Interactions, 6) Language, 7) **Instructional Planning**, 8) Assessment, 9) Professional and Ethical Practice, 10) **Collaboration**.

**Key for CEC Standards**

ICC = Initial Common Core  
IGC = Individualized General Education Curricula  
IIC = Individualized Independence Curricula  
K = Knowledge  
S = Skills

**Knowledge**

- National, state or provincial, and local curricula standards (ICC7K3)
- Evidence-based practices validated for specific characteristics of learners and settings (ICC4K1)
- Sources of specialized materials, curricula, and resources for individuals with exceptional learning needs (IGC4K1)
- Advantages and limitations of instructional strategies and practices for teaching individuals with exceptional learning needs (IGC4K3)
- Methods for guiding individuals in identifying and organizing critical content (IGC4K7)

**Skills**

- Identify and prioritize areas of the general curriculum and accommodations for

- individuals with exceptional learning needs (ICC7S1)
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members (ICC7S2)
- Involve individual and family in setting instructional goals and monitoring progress (ICC7S3)
- Use task analysis (ICC7S5)
- Sequence, implement, and evaluate individualized learning objectives (ICC7S6)
- Prepare lesson plans (ICC7S10)
- Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs (IGC7S3, IIC7S2)
- Select and plan for integration of related services into the instructional program (IIC7S2)
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs (ICC4S3)
- Use strategies to facilitate maintenance and generalization of skills across learning environments (ICC4S4)
- Teach learning strategies and study skills to acquire academic content (IGC4S3)
- Use appropriate adaptations and technology for all individuals with exceptional learning needs (IGC4S7)
- Identify and teach essential concepts, vocabulary, and content across the general curriculum (IGC4S13)

## COURSE OBJECTIVES

The competencies for this course are derived from the North Carolina Professional Teaching Standards (NCPTS), North Carolina Specialty Area Standards for both General Curriculum (NCSSGC) and Adapted Curriculum (NCSSAC).

Upon completion of the course, the candidate will be able to:

1. **demonstrate teacher leadership** (NCPTS Standard 1) to develop IEPs and specially designed instruction by
  - drawing on appropriate data to develop classroom and instructional plans (NCPTS1a.2)
  - engaging in collaborative and collegial professional learning activities (NCPTS1b.1)
  - developing and adhering to policies and practices positively affecting students' learning (NCPTS1d.1)
2. **establish a respectful environment for a diverse population of students** (NCPTS Standard 2; NCSSAC Standards 2, 7) to provide effective IEP development and instructional planning by
  - differentiating instruction for learners performing at different academic level while maintaining rigorous academic instruction [NCPTS 2d.2, 4a.1, NCSSAC 2.2]
  - understanding the influence of diversity (e.g., pre-referral process and prevention in disproportionality) and plans instruction accordingly (NCPTS2b.3)
  - using research-verified strategies to plan for effective learning activities for

- students with disabilities (NCPTS2d.2)
- collaborating with general education content-area specialists to share instructional responsibilities [NCPTS 2d.1; NCSSAC 7.3]
3. **demonstrate content and curriculum expertise** (NCPTS Standard 3; NCSSAC Standards 1, 2, 3, 5, 6) in lesson development by
- developing and applying lessons based on the North Carolina Standard Course of Study (NCPTS3a.1)
  - demonstrating knowledge in the Policies Governing Services for Children with Disabilities (NCSSAC1.1)
  - demonstrating knowledge in the placement process from referral to delivery of services (NCSSGC1.2, NCSSAC1.2)
  - demonstrating instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction (NCSSAC2.2)
  - demonstrating the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum (NCSSAC5.4)
  - demonstrating knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines (NCPTS3c.1)
  - explaining the framework of Universal Design for Learning as an instructional response to inclusive classrooms [NCPTS 3d.1, 4d.1; NCSSAC 5.4]
  - creating a comprehensive unit plan in a content-area that includes conceptually explicit objectives for student performance and addresses the needs of a wide range of learners [NCPTS 3c.1; NCSSGC 3.3, 3.4, 3.5; NCSSAC 5.4; EE3]
4. **facilitate learning for students** (NCPTS Standard 4) to improve student performance through effective IEP and lesson development by
- identifying developmental levels of individual students and planning instruction accordingly (NCPTS4a.1)
  - assessing and using resources needed to address strengths and weaknesses of students (NCPTS4a.2)
  - evaluating effectiveness of learning strategies on long-term academic performance of learners with disabilities [NCPTS 4.b.1, 4h.1]
  - recognizing instructionally relevant examples of computer-based and web-based media to enhance instructional effectiveness in the content areas consistent with a UDL instructional design [NCPTS 4d.1; NCSSAC 5.4]
  - using SMARTboard technology to integrate multimedia into content-area instruction [NCPTS 4d.1; NCSSAC 5.4]
  - recognizing effective examples of Web 2.0 technology to enhance content instruction and interactivity in web-based learning [NCPTS 4d.1; NCSSAC 5.4]

## INSTRUCTIONAL METHODS

This course will include a combination of synchronous lectures and online learning modules, in-class group discussion in forums or break out rooms, examinations, and in and out of class projects.

## COURSE CONTENT

- Prereferral Process & Procedures
- Response to Intervention (RtI)
- Referral Process & Procedures
- Nondiscriminatory Evaluation
- Eligibility Determination
- Individualized Education Program (IEP) Planning
- Transition Planning
- Effective Instruction
- Universal Design for Learning
- Essential Standards/Common Core State Standards; 21<sup>st</sup> Century Skills
- Lesson Planning
- Co-teaching
- Accessible, digital texts
- SMARTboard, integrate multimedia presentations
- Web 2.0 technologies

## ILLUSTRATIVE COURSE ACTIVITIES

- **Two IEP Projects (Group and Individual):** The purpose of the assignment is to prepare candidates for effective IEP development based on a case student with a disability. The student chosen must be one who participates in alternate assessments based on alternate achievement standards (AA-AAS). Candidates are required to complete two IEP projects – one collaboratively with two fellow students and the other independently. The IEPs should include PLAFPs, goals, objectives or benchmarks, classroom accommodations, testing modifications, related services, LRE decision, and transition services. The individual IEP assignment also involves a reflective summary. See Appendix A.
- **Content Area Unit Plan:** Candidates will follow edTPA planning guidelines and rubrics to plan a 3-5 lesson unit (see edTPA resources for Task 1; see Appendix B for overall guidance). The unit is designed to show evidence that candidates can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area. The Unit provides evidence that the candidate can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area. At least one plan must include co-teaching strategies and each plan must include considerations for addressing Universal Design for Learning with attention to content enhancements, technology integration, and learning strategies that serve as a foundation for student success in

the content area. Candidates will present a multimedia presentation to class peers to summarize their content area unit plan.

- **Instructional Web-based materials:** Candidates will design accessible, digital materials appropriate for promoting content acquisition and examine multiple web-based instructional materials and multimedia. Material reviews and developed products will be presented in class.
- **Clinical Application:** In the clinical setting, candidates will work with at least one student experiencing difficulty in a content-area class who is working towards alternate achievement of content standards. Candidates will implement at least one lesson from the Content Area Unit with at least one student and will collect data to assess the academic performance of student(s). Candidates will write a reflection based upon the implementation including but not limited to what worked within the lesson and what did not work within the lesson and why. The reflection will be designed to address written commentaries from within the edTPA tasks. See Appendix C for expectations.
- **Mid-term Exam and Final Exam:** The exams are to evaluate candidates' understanding and mastery of knowledge in the course contents. These exams cover the required text, readings, class discussion, and any additional materials provided by the instructor.

**ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE**

Assignment	Points	Skills and Knowledge Building toward NCDPI Evidence Development
IEP Projects Group (in class) = 10 points Individual = 45 points	55	The reflection part of the individual IEP project allows students to reflect on own skill and knowledge sets to be an excellent special educator and contributes to their development of <b>electronic evidence 6</b> (summative reflection).
Content Area Unit Plan	100	The Unit plan projects allow students to establish fundamental skills needed for <b>electronic evidences 3 and 5 (edTPA Task 1)</b> . The reflection part of the individual Unit plan project allows students to reflect on own skill and knowledge sets to be an excellent special educator and contributes to their development of <b>electronic evidence 6</b> (summative reflection).
Instructional Web-based materials	20	The instructional technology reviews will support content needed for use within <b>electronic evidences 3 and 5 (edTPA Task 1)</b> .
Clinical Application	15	The clinical experiences allow students to reflect on own skill for implementing content instruction necessary for writing commentaries within <b>evidences 3 and 5 (edTPA Task 2)</b> .
Mid-term Exam	30	
Final Exam	30	
<b>TOTAL</b>	<b>250</b>	

**Grading Scale**

A = 225 – 250 B = 224-200 C = 199-175 U = 174 and below

**AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY**

- Boudah, D. J., Schumaker, J. B., & Deshler, D. D. (1997). Collaborative instruction: Is it an effective option for inclusion in secondary classrooms? *Learning Disability Quarterly*, 20(4), 293-316.
- Boudah, D. J., Lenz, B. K., Bulgren, J. A., Schumaker, J. B., & Deshler, D. D. (2000). Content Learning through the Unit Organizer Routine. *TEACHING Exceptional Children*, 32(3), 48-56.
- Browder, D. M., & Courtade, G. (2011). *Aligning IEPs to common core standards for students with moderate and severe disabilities*. Verona, WI: IEP Resources Attainment Company.
- Browder, D. M., Jimenez, B., & Trela, K. (2012). Grade-aligned math instruction for secondary students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 47,373-388.
- Browder, D. M., Trela, K., Courtade, G. R., Jimenez, B. A., Knight, V., & Flowers, C. (2012). Teaching mathematics and science standards to students with moderate and severe developmental disabilities. *The Journal of Special Education*, 46, 26-35.
- Collins, B. C., Branson, T. A., Hall, M., & Rankin, S. W. (2001). Teaching secondary students with moderate disabilities in an inclusive academic classroom setting. *Journal of Development and Physical Disabilities*, 13, 41-59.
- Cook, B. G., Tankersley, M., & Harjusola-Webb, S. (2008). Evidence-based special education and professional wisdom: Putting it all together. *Intervention in School and Clinic*, 44, 105-111. doi:10.1177/1053451208321566
- The Council for Exceptional Children. (2005). *Universal design for learning: A guide for teachers and education professionals*. Upper Saddle River, NJ: Prentice Hall.
- Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2006). *Effective Teaching Strategies that Accommodate Diverse Learners* (3rd Ed.). Prentice Hall.
- Coyne, P., Pisha, B., Dalton, B., Zeph, L. A., & Smith, N. C. (2012). Literacy by design: A universal design for learning approach for students with significant intellectual disabilities. *Remedial and Special Education*, 33(3), 162–172.
- Fitch, F. (2003). Inclusion, exclusion, and ideology: Special education students' changing sense of self. *The Urban Review*, 35(3), 233-252.
- Holbrook, M. D. (2007). *Standards-based individualized education program: Examples*. Retrieved from the National Association of State Directors of Special Education website: <http://nasdse.org/Portals/0/Standards-BasedIEPEexamples.pdf>
- Hudson, M. E., Browder, D. M., & Wakeman, S. Y. (2013). How to adapt and teach comprehension of grade-level text to early readers and nonreaders with moderate and severe intellectual disability. *Teaching Exceptional Children*, 45(3), 14-23.



- The IRIS Center modules (<http://iris.peabody.vanderbilt.edu/>)
- Jimenez, B., Browder, D., Spooner, F., & Dibiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disability. *Exceptional Children*, 78, 301-317.
- Johnson, E., Mellard, D. F., Fuchs, D., & McKnight, M. A. (2006). Introduction. In E. Johnson, D. F. Mellard, D. Fuchs, & M. A. McKnight, *Responsiveness to intervention (RTI): How to do it* (pp. i.2-i.6). Lawrence, KS: National Research Center on Learning Disabilities. Retrieved from [http://www.nrcld.org/rti\\_manual/pages/RTIManualIntroduction.pdf](http://www.nrcld.org/rti_manual/pages/RTIManualIntroduction.pdf)
- Knight, V., McKissick, B. R., & Saunders, A. (2013). A review of technology-based interventions to teach academic skills to students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 43, 2628-2648. doi: 10.1007/s10803-013-1814-y
- Knight, V. F., Spooner, F., Browder, D. M., Smith, B. R., & Wood, C. L. (2013). Using graphic organizers and systematic instruction to teach science concepts to students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 42, 378-389.
- Kurtts, S. A., Matthews, C. E., & Smallwood, T. (2009). (Dis)solving the differences: A physical science lesson using universal design. *Intervention in School and Clinic*, 44, 151-159. doi:10.1177/1053451208326051
- Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, R. C. (2001). Writing better goals and short-term objectives or benchmarks. *TEACHING Exceptional Children*, 34(1), 52-58.
- Mastropieri, M.A., & Scruggs, T.E. (2006). *The inclusive classroom: Strategies for effective instruction* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Mechling, L. C. (2011). Review of twenty-first century portable electronic devices for persons with moderate intellectual disabilities and autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities*, 46(4), 479-498.
- Mims, P., Hudson, M., & Browder, D. (2012). Using read-alouds of grade-level biographies and systematic prompting to promote comprehension for students with moderate and severe developmental disabilities. *Focus on Autism and Developmental Disabilities* 27, 67-80.
- Pennington, R. C. (2010). Computer-assisted instruction for teaching academic skills to students with autism spectrum disorders: A review of literature. *Focus on Autism and Other Developmental Disabilities*, 25, 239-248.
- NC Department of Public Instruction Exceptional Children Division. (2010a). *Policies governing services for children with disabilities: Amended – June 2010*. Raleigh, NC: Author. Retrieved from <http://www.ncpublicschools.org/docs/ec/policy/policies/policies-62010.pdf>
- NC Department of Public Instruction Exceptional Children Division. (2010b). *Research-based interventions and eligibility for special education*. Raleigh, NC: Author. Retrieved from <http://www.ncpublicschools.org/docs/ec/home/research-interventions.pdf>
- Partnership for 21<sup>st</sup> Century Skills (2012). *Building 21st century skills*. Retrieved from [http://route21.p21.org/index.php?option=com\\_content&view=article&id=5&Item](http://route21.p21.org/index.php?option=com_content&view=article&id=5&Item)

[id=2](#)

- Rose, D., & Meyer, A. (2002). *Teaching Every Child in the Digital Age: Universal Design for Learning*. Association for Supervision and Curriculum Development.
- Salend, S. (2005). *Creating inclusive classrooms: Effective and reflective practices for all students* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Salend, S. J., & Garrick Duhaney, L. M. (2005). Understanding and addressing the disproportionate representation of students of color in special education. *Intervention in School and Clinic, 40*, 213-221.
- Saunders, A., Bethune, K. S., Spooner, F., & Browder, D. B. (2013). Solving the Common Core equation: An approach to teaching Common Core Mathematics Standards to students with moderate and severe disabilities. *TEACHING Exceptional Children, 45*(3), 24-33.
- Shurr, J., & Taber-Doughty, T. (2012). Increasing comprehension for middle school students with moderate intellectual disability on age-appropriate texts. *Education and Training in Autism and Developmental Disabilities, 47*, 359-372.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria: ASCD Publications.
- Wakeman, S. Y., Browder, D., Jimenez, B., & Mims, P. (2010). Aligning curriculum with grade-specific content standards: Using eight criteria to create access. In H. Kleinert and J. Kearns (Eds.), *Alternate assessment for students with significant cognitive disabilities: An Educator's Guide* (pp. 75-105). Baltimore, MD: Paul H. Brookes.
- Wood, W. M., Karvonen, M., Test, D. W., Browder, D., & Algozzine, B. (2004). Promoting student self-determination skills in IEP planning. *TEACHING Exceptional Children, 36*(3), 8-16.
- Zakas, T., Browder, D. M., Ahlgrim-Delzell, L., & Hefner, T. (2013). Teaching social studies content to students with autism using a graphic organizer intervention. *Research in Autism Spectrum Disorders, 7*, 1075-1086. doi: 10.1016/j.rasd.2013.06.001
- Zisimopoulos, D., Sigafos, J., & Koutromanos, G. (2011). Using video prompting and constant time delay to teach an Internet search basic skill to students with intellectual disabilities. *Education & Training in Autism and Developmental Disabilities, 46*, 238-250.

#### Website Resources:

- Building the Legacy: IDEA 2004 <http://idea.ed.gov/>
- National Center on Response to Intervention <http://www.rti4success.org/>
- National Center on Universal Design for Learning <http://www.udlcenter.org/>
- National Dissemination Center for Children with Disabilities <http://www.nichcy.org/>
- National Research Center on Learning Disabilities <http://www.nrld.org/index.html>
- National Secondary Transition Technical Assistance Center <http://www.nsttac.org/>
- OSEP Ideas That Work <http://www.osepideasthatwork.org/toolkit/index.asp>
- Self-determination Technical Assistance Center <http://www.sdtac.uncc.edu/>
- Wrightslaw <http://www.wrightslaw.com/>

**Textbook** [Efforts will be made to reduce textbook costs. Specific action will be discussed with instructors and textbooks with low-cost, electronic offerings, and other alternative sources of content will be explored.]

Bateman, B. D., & Linden, M. A. (2006). *Better IEPs: How to develop legally correct and educationally useful programs* (4th ed.). Verona, WI: Attainment Company, Inc.

## **SPECIFIC POLICIES THAT APPLY TO THE COURSE**

### **Syllabus Revisions**

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class.

### **Grading Policy**

#### ***Assignment Submission in Professional Quality***

All reflective summaries and the synthesis paper must follow the APA sixth edition guidelines, typed, double-spaced (with 0-pt spacing before and after each paragraph), using 12-pt Times New Roman font, with 1 inch margin at all sides of a page, and be proofed for grammatical, mechanics, and spelling errors. *Any submitted assignment that does not follow the directions, APA guidelines, or have more than 5 grammatical, mechanics, or spelling errors will result in a deduction of 10% of the possible total points for that assignment.*

#### ***Late Assignments***

Late submissions of work will result in a deduction of 10% of the possible total points for that assignment. An assignment is considered late if it is turned in after the due date. Any late assignment should be turned in within 48 hours after it is due to receive partial credits, or a zero point will be awarded for the assignment.

### **Attendance Policy**

Students are expected to attend class on time, be prepared for class by having read the assigned materials, and to participate in class discussions. Four absences will result in a full grade deduction. *Students who have to miss a class for legitimate reasons must notify the instructor ahead of time.*

### **Classroom Expectations and Student Behavior Policy**

The instructor will conduct this class in an atmosphere of mutual respect and encourage students' active participation in class discussions. Please be respectful of differing opinions and ideas of others. The instructor will exercise his/her responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy

In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. Faculty, students, and staff are expected to use personal judgment concerning travel safety when the weather is inclement. In the event of extreme emergency conditions, every possible effort will be made to communicate procedures to be followed by the University community. The University inclement weather hotline (704-687-2877) is established to provide a recorded announcement to answer inquiries regarding the status of campus conditions during inclement weather. If the instructor is unable to hold a class, the instructor will make an announcement on the Moodle course website and/or leave a message on the voicemail at least 3 hours prior to the class.

Policy on a Grade of Incomplete

To earn a grade status of Incomplete (I), the instructor will follow the policy: “The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course.” (<http://provost.uncc.edu/policies/grading>) A contract must be written and signed by the student and instructor before a grade of I can be posted.

UNC Charlotte Code of Student Academic Integrity

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

College of Education Commitment to Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

**College of Education Technology Statement**

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

**Religious Accommodations**

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

**Disability Accommodations**

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

**Online Course Evaluation**

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

**Credit Hour Statement**

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class

work may include but is not limited to: required reading, library literature research, studying for exams, and written assignments.

**FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Shawnee Wakeman, Diane Browder,

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM  
COMMITTEE:**

Approved on \_\_\_\_\_ by the College Undergraduate Curriculum Committee  
Date Chair:

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair:

ATTACHMENTS

Course Calendar

Week	Content/Topic/Activity
1	<b>Historical Perspectives of Special Education, Pre-referral Process &amp; Procedures</b>
2	<b>Preventing Disproportionality in Special Education; Response to Intervention (RtI)</b>
3	<b>Referral Process &amp; Procedures (including state DEC/prior notice, DEC1, and DEC2 forms) ; Nondiscriminatory Evaluation &amp; Eligibility Determination (including state DEC3 and related work forms)</b>
4	<b>IEP Planning (PLAFP, Goals, Benchmarks, LRE, General Curriculum) (including state DEC4 form)</b>
5	<b>IEP Planning (continued)</b>  <b>Transition Planning (including state DEC4a form)</b>  <b>Self-determination and Self-determined IEPs</b>
6	<b>Mid-term Exam</b>
7	<b>Effective Instruction; Universal Design for Learning</b>  <b>Content Area Unit Instruction</b>
8	<b>Differentiation Instruction</b>

<b>9</b>	<b>Planning Instructional Units and Lessons</b>
<b>10</b>	<b>NC Essential Standards/Common Core State Standards; 21st Century Skills</b>
<b>11</b>	<b>Co-teaching</b>
<b>12</b>	<b>Instructional strategies</b>
<b>13</b>	<b>Unit design planning</b>
<b>14</b>	<b>Instructional Web-based materials</b>
<b>15</b>	<b>Instructional Web-based materials presentations</b>
<b>16</b>	<b>Final Exam</b>



## APPENDIX A IEP Projects

**Purpose:** The purpose of these projects is for you to become familiar with the IEP and the process involved in its development and implementation. Through these projects you will have an opportunity to apply the knowledge and skills learned in class to your IEP development. These projects also provide an opportunity for you to familiarize yourself with the state IEP forms.

**Description:** You will develop two IEPs. The first will be done *collaboratively* with fellow students in class. You will be given a case student with a disability to work through this part of the project. The second will be done *individually*, for which you may either use a case given to you or use one of your students for the IEP. **The IEP projects must be completed following the guidelines required by this class, not by respective school districts.**

<b>IEP (Part 1 – Group Work)</b>
<p><b>Directions:</b> Using the case student provided to you, you will work in a group of 2-3 people to interpret the norm-referenced and curriculum-based assessment results and develop a complete, appropriate IEP for the case student (14 years or older) based on his/her areas of concern. The IEP should include PLAFPs, goals, objectives or benchmarks, classroom accommodations, testing modifications, related services, LRE decision, and transition plan.</p>
<p><b>Submission:</b> Your product should be typed using the IEP work forms. Your submission should include DEC4, DEC4a, and DEC4b forms. Each group should submit <u>one</u> IEP only. <i>Please be aware that the work form document will not automatically check for spelling errors for you, so be sure to proofread.</i></p>
<p><b>Product Scoring (Total Possible points = 10 pts)</b>                      The IEP product will be evaluated according to the following point distribution.</p> <ul style="list-style-type: none"> <li>(a) Description/statement of individual participation and contributions (1 pt) <i>* If you have concerns regarding certain group members’ effort or contribution, please contact the instructor.</i></li> <li>(b) Accuracy and appropriateness of the IEP – use rubric to help you                             <ul style="list-style-type: none"> <li>• Student profile and consideration (1 pt)</li> <li>• PLAFPs (2 pts)</li> <li>• AGs and competency goals, if applicable (2 pts)</li> <li>• STOs/BMs** and evaluation (2 pts) **For this class, all IEP goals must have STOs/BMs even if the case student is not taking an alternate assessment.</li> <li>• LRE, assessment programs, services (1 pt)</li> <li>• Transition component (DEC4a) (1 pt)</li> </ul> </li> </ul>
<b>IEP (Part 2 – Individual Work)</b>
<p><b>Directions:</b> For this assignment, you will work alone as an individual. If you currently have access to a student, you may use your student to develop the <i>individual</i> IEP. You may develop a new IEP (e.g., new student for the next year) or <i>substantially</i> revise an old, inappropriate IEP. <b>However, you should NOT submit an existing IEP.</b> Cases will be available on Moodle to those of you who have no access to a real student. The Individual IEP will be graded using the</p>

IEP scoring rubric. The IEP should include PLAFPs, goals, objectives or benchmarks, classroom accommodations, testing modifications, related services, and LRE decision. You are required to:

- (a) Complete the IEP form (**DEC4 and DEC4b**) and the transition component (**DEC4a**) if the student is 14 years or older
- (b) Write a **reflective summary** (3-4 pages) describing your reflections on this project including:
  - With whom would have you collaborated to complete this student's IEP if it were an actual case and why?
  - What difficulties did you encounter in developing this IEP?
  - What were the rationales for the goals and objectives/benchmarks you have chosen?
  - How does this phase of project contribute to your profession in relation to the COE Conceptual Framework (**knowledge, effectiveness, and commitment**) necessary to transform the lives of the learners with whom you work? [Note: You can find more information about the College's conceptual framework at <http://education.uncc.edu/conceptual-framework>]

**Submission:** Your product should be typed, using the IEP work form available on Moodle. This assignment will be evaluated using the scoring rubric. Your submission should include two files: (1) IEP work forms file – DEC4, DEC4b, & DEC4a (if applicable) forms, and (2) Reflective summary file in Word document. The summary should follow the APA guidelines.

**Product Scoring (Total Possible points = 45 pts)**

## Appendix B

**Expectations for Unit Plan****1) Name of Evidence: Special Education Instructional Unit Plan**

**Directions and/or Requirements to be Provided to the Candidates:** The Content Area Unit Plan is designed to show evidence that the candidate can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area. In designing the unit plan, the candidate will draw upon simulated data that intentionally stipulate diverse learner needs, and design lessons that reflect 21<sup>st</sup> century content, skills, and technology. The candidate will design instruction that uses a variety of research-verified approaches to teaching and learning. More specific to special education teacher candidates, the purpose of this culminating assignment in one of the required special education methods courses is to give teacher candidates the opportunity to bring together the various skills and knowledge they have developed over the semester through the design of an instructional unit plan for a content area class (math, science, social studies, English). The unit plan will reflect the candidate's specialized skills relevant to teaching a diverse population of students (e.g., students with disabilities, English language learners, students from high poverty communities) in inclusive classrooms or situations.

## Expectations:

1. An introductory plan is to be included. This plan must include the title and goals of the unit (including core content objectives), number of instructional days required to complete the unit and resources required and methods of assessment (formative and summative). edTPA information and forms for Task 1 should also be included.
2. The unit must demonstrate evidence of collaborative instruction (i.e., shared roles, specialized contributions of the special education teacher) and collaborative planning (i.e., co-teaching lesson outline).
3. Task 1 rubrics of the edTPA must be addressed within the lesson plans.
4. The unit plan must include evidence of lesson planning for a minimum of five days of instruction.
5. Lessons are to be sequential with each lesson building upon the previous.
6. Each lesson must derive from an established unit plan of instruction from the clinical setting based on the Common Core Essential Standards written for students who participate in the AA-AAS.
7. At least one lesson must include plans for co-teaching.
8. Candidates are to plan appropriate lessons based on the student data collected from classroom teacher or observations of student performance related to content goal.
9. The overall unit should reflect an orientation towards Universal Design for Learning (UDL) suggesting that a variety of teaching strategies and instructional materials should be used to meet the needs of learners with diverse needs.

10. Be sure to integrate some form of relevant instructional technology in the unit plan that enhances accessibility, explicit conceptualization, and/or interactivity in student learning. Be sure to specifically note technology use by both the teacher and the students in each plan.
11. Two weeks prior to the due date you are asked to have prepared a draft of the unit plan so that you may share your ideas with your classmates and instructor and receive feedback.

**Evidence 3: The instructional unit plan** has been designated by our program faculty to address Task 1 of the edTPA as a formative experience. This unit will be required to be uploaded in Taskstream by the due date listed in the syllabus.

## Appendix C

### Expectations for the Instruction Clinical

Candidate:

- You must have a clinical setting for this course.
- Your clinical setting must serve students who participate in the alternate assessment based on alternate achievement standards.
- Your first site visit should include a discussion with the supervising teacher about the expectations of your clinical for this course. Next, you must identify 10 dates (at least one full class/block) that you can attend this clinical paying careful attention to the final due date of your summary report on this clinical experience.
- You must implement at least one lesson of your content area unit plan. You will need to collect performance data from at least one student related to the goal of your unit. You should ideally experience a progression from observer in the classroom to teacher of the lesson. Your lesson can be co-taught with a general education teacher as appropriate. If you choose to co-teach a lesson, you must have a defined role in the co-teaching experience that demonstrates the role that a special educator can play in supporting the academic performance of students with special needs.

A final reflective writing assignment will be completed to summarize this activity and the informal outcomes of students who participated. The paper should be of professional quality, typed, double-spaced, using APA guidelines and included as a final component of the instructional unit plan assignment.



**UNC CHARLOTTE**  
**J. Murrey Atkins Library**

**To:** Janet Baxter, Dept. of Special Education & Child Development

**From:** Judy Walker, Education/ Psychology Librarian

**Date:** March 13, 2014

**Subject:** Establishment of a new course SPED 5278.

---

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker **Date:** March 13, 2014

**Please Check One:**

- Holdings are superior
- Holdings are adequate   X
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

**Comments:**

Since this course is a combination of courses currently being taught, the library holdings are adequate to support this new iteration.

**Evaluator's Signature**

March 13, 2014

**Date**