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Phone: (618) 534-4618  
Office Hours: Tuesdays 3:45 – 4:45, 9:00 – 11:00  
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Class Meeting: Tuesdays 5:00 – 7:50, Section 1  

**TEP Conceptual Framework**  
The conceptual framework identified by Southern Illinois University Carbondale's College of Education and Human Services illustrates the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate level. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU's Teacher Education Program:

- Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession. Course Objectives: 1, 2 & 13
- Reflective educational leaders understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy. Course Objectives: 5, 6, 10 & 11
- Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning. Course Objectives: 3, 7, 8 & 9

**Illinois Professional Teaching Standards**  
The IPTS will be used to assess your progress throughout the semester and your time in the TEP. In class we will discuss these standards and potential evidence to be used in the final evaluation. Descriptors for the novice are listed beneath each course objective. It is important that you are familiar with these expectations.

**Course Relationship to the Conceptual Framework**  
EDUC 308 supports the Conceptual Framework by developing reflective educational leaders in the tenets of ‘Literacies’ and their understanding of what students need to function in today’s society and that of ‘Identities’ in their understanding of the many diversities and experiences of all students in order to create instructional opportunities to maximize student learning.
Overview:

Least restrictive environment mandates require students with disabilities to be educated with nondisabled peers to the maximum extent appropriate. The purpose of this course is to introduce pre-service general educators to: (a) historical perspectives of special education including related legislation and litigation, (b) characteristics of children identified as having disabilities, (c) assessment and evaluation techniques utilizing data based decision making, and (d) strategies for accommodating exceptional learners in general education classes through the use of effective academic and behavioral instruction and by forming and sustaining collaborative relationships. Each of these areas will be addressed by assigned readings, lecture, and other assignments and activities. In addition, a co-requisite of this course is EDUC 303 Advanced Instructional Practices. This clinical experience will give you the opportunity to utilize information from this course in a real classroom setting.

Course Objectives

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

1. Identify the historical progression that led to the development of special education services provided to students currently.

2. Identify the major rights secured by students and their parents through Public Law 94-142, its reauthorizations including IDEA 2004.

3. Identify and describe each of the major categories of exceptionality including prevalence rate and major characteristics of individuals in each disability category. IPTS: Diversity (K) D.

4. List and describe in detail the service delivery models for the provision of special education services to students with disabilities.

5. Identify characteristics of and plan for differentiated instruction.
IPTS: Differentiated Instruction (K) B, C, D, F, G (P) A, B, C, D, E, F, G, H

6. Identify, explain, and utilize the three tier problem-solving model to identify students who are at risk for academic difficulties and to measure their response to academic interventions.
IPTS: Collaborative Relationships (K) C, F

7. Develop and utilize informal assessment measures to guide the instructional planning for students with disabilities.
IPTS: Content Area and Pedagogical Knowledge (K) H

8. Develop an understanding of disabilities relative to cultural differences and communicating with families from a variety of cultural backgrounds.
IPTS: Collaborative Relationships (K) D, H (P) G, H

9. Describe and implement effective teaching practices for students with and without disabilities receiving educational services in an inclusive classroom.
IPTS: Content Area and Pedagogical Knowledge (K) E (P) F; Teaching Diverse Learners (P) C; Instructional Delivery (K) C, E, F, H

10. Describe and implement strategies for effectively managing the academic and social behavior of students with disabilities.
IPTS: Learning Environment (K) A, D, G, H (P) B, G, H

11. Discuss and demonstrate use of a wide variety of strategies for instructing students with special needs including: (a) peer strategies, (b) curriculum modifications, (c) environment modifications, (d) behavior management strategies, (e) modification of instructional procedures, (f) task analysis of skills, (g) study skills instruction, and (h) alternative grading strategies.
IPTS: Instructional Delivery (K) G (P) E, H
12. Describe and implement collaborative problem-solving activities to develop and implement appropriate instructional strategies to meet the educational needs of students with special needs.
IPTS: Collaborative Relationships (K) C (P) B; Differentiated Instruction (P) I

13. Identify and describe procedures for accessing services (e.g., people, agencies, materials) to assist in serving the needs of exceptional learners in the general education classroom.
IPTS: Instructional Delivery (P) I; Collaborative Relationships (K) G (P) C, E, F; Diversity (K) G

Required Reading

Text


Students are expected to cite all references using the 6th edition of the American Psychological Association Manual. Points will be deducted for failure to write clearly and cite references appropriately. The reference for the APA manual is:


Clinical Experience
EDUC 308 is an advanced methods course which teaches students the strategies for accommodating exceptional learners in general education classes through the use of effective academic and behavioral instruction, and by forming and sustaining collaborative relationships. Students will be required to design and implement academic lesson plans and engagement strategies appropriate for students with disabilities included into the general education classrooms for their EDUC 303 clinical placements.

Additional Course Materials
Additional materials, handouts and power points are available on D2L.

Course Requirements

Readings
As indicated by the course calendar, readings are assigned for each topic. It is expected each student will have read the materials prior to class and be able to contribute to class discussions. Randomly, discussion questions over the reading will be distributed, and students will be required to complete them in class or submit them at the next class session for participation points. These questions will not be accepted before class or after class and cannot be made up if you miss class.

Exams
Two noncumulative exams will be given throughout the course that consist of multiple choice and short answer essays. Exams will cover material from the text, readings, lectures, and handouts. Each exam will be worth 100 points.

Portfolio
The purpose of this course is to prepare you to make accommodations for students with disabilities in your general education classroom. The activities of this course will culminate in a professional portfolio of examples of instructional, material, and evaluation accommodations for your grade level and content area.
Each student will complete the following:

1. Select an instructional unit from a textbook in your particular content area and desired grade level. This unit should be of sufficient depth and breadth for you to write an instructional goal and three objectives. My advice is to select a simple concept or skill rather than a complex skill.

2. The following activities will be completed throughout the course and included in the portfolio: (a) curriculum-based measures and monitoring system for your unit, (b) curriculum modifications including content enhancement strategies, learning strategies, graphic organizers, concept diagrams, and other modifications, (c) alternative evaluation/grading methods, (d) home-school communication system, and (e) behavior management plan. (a) above will be a Livetext artifact for your Gateway Portfolio.

The portfolio assignment has been divided into three sections with each section having its own due date. The three sections are: 1) Data based Decision Making 2) Effective Academic and Behavioral Instruction, and 3) Collaborative Service Delivery. The respective due dates are provided in the attached course calendar.

Lesson plan
The purpose of the lesson plan is to provide an opportunity for you to incorporate specific techniques and practices into your instructional planning to accommodate student diversity in your classroom. The lesson plan will follow a direct instruction format. You will receive detailed instructions for the completion of quality lesson plans. In addition, you are required to use your completed lesson plan in your 303 clinical experience. The lesson plan is worth 100 points. The due date for the lesson plan is noted on the course calendar.

Professional Behavior Expectations
A critical element of your professional preparation as an educator is the development of a professional attitude and behavior patterns that we call professional dispositions. The professional attitude and behavioral expectations for this class will include the following:

a. listening and actively participating in the instructional activities of the class, including listening to your colleagues contributions;

b. demonstrating initiative to extend your own knowledge and learning;

c. showing respect for your own learning and that of others by being on time and remaining in class until the end of the class period;

d. completing your assigned coursework and assignments in a timely manner; and

e. presenting your work in a professional manner. Professional presentation includes work that is well-written, free of spelling errors, organized, and neat. Remember: Your work is a representation of you and your level of professionalism.

If there is an area of concern regarding one or more professional dispositions, a Unit Dispositions Form will be completed by the course instructor and submitted to Livetext for further action if appropriate. The student will receive a copy of the evaluation and an opportunity to discuss it.

Attendance/class participation.
All students are expected to attend all class sessions. Students missing class will be responsible for obtaining notes, handouts, and etc. Because of the nature of this class, it will involve many class activities. The in-class activities including submitting or completing discussion questions will be assigned a specific number of points. These points may only be made up with instructor’s permission. Therefore, your attendance in class is critical to your performance in the course. One hundred twenty (120) points will be identified as participation points. In the event of extenuating circumstances that may prevent you from being in class, please contact the instructor to make other arrangements.
Assignment Criteria

All written assignments will be evaluated on the basis of

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage of Points</th>
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<tbody>
<tr>
<td>1. Quality of idea</td>
<td>20%</td>
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<tr>
<td>2. Clarity of expression</td>
<td>20%</td>
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<tr>
<td>3. Analysis and synthesis of information</td>
<td>20%</td>
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<tr>
<td>4. Sentence construction</td>
<td>10%</td>
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<tr>
<td>5. Grammar</td>
<td>10%</td>
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<tr>
<td>6. Spelling</td>
<td>10%</td>
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<tr>
<td>7. Neatness</td>
<td>10%</td>
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</table>

1. Written assignments will be judged strictly by the above criteria. Outstanding assignments will be awarded full points. Likewise, poorly prepared assignments will be awarded fewer points. It is to your advantage to prepare assignments carefully and to proofread work.

2. All assignments are due at the beginning of class on the date listed in the course calendar. It is important that papers and all other work be turned in on time. The definition of “on-time” is the requested material is submitted to the instructor at the beginning of class on the assigned due date. “On-time” does not mean turning it in the instructor’s mailbox after class, before class, or any other time without prior arrangements.

3. Late assignments will be accepted up to five (5) days past the due date with a 10 point deduction. No points will be given for those assignments turned in after the five (5) day time period. Late assignments will not receive any points assigned for timeliness of preparation or professional preparation.

4. All materials must be word processed, unless otherwise specified. Papers turned in handwritten will be docked 10 points.

Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation Points</td>
<td>120</td>
</tr>
<tr>
<td>Upload Artifact to Livetext</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plan (attached)</td>
<td>100</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>(100 points Midterm – 100 points Final)</td>
<td></td>
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<tr>
<td>Portfolio (attached)</td>
<td>400</td>
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<tr>
<td>(Part 1- Data Based Decision Making – 100 points)</td>
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<tr>
<td>(Part 2- Academic and Behavioral Instruction- 200 pts)</td>
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<tr>
<td>(Part 3- Collaborative Relationships – 100 points)</td>
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Total Points 830 points

POINT CUTOFFS FOR THE ASSIGNMENT OF FINAL GRADES

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% and above</td>
<td>A</td>
</tr>
<tr>
<td>92% - 85%</td>
<td>B</td>
</tr>
<tr>
<td>84% - 78%</td>
<td>C</td>
</tr>
<tr>
<td>77% - 71%</td>
<td>D</td>
</tr>
<tr>
<td>70% and below</td>
<td>F</td>
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ADDITIONAL NOTES

1. The instructor reserves the right to require additional reading and small assignments. These assignments will generally be class handouts and/or in-class projects.

2. The instructor reserves the right to revise the course calendar as necessary. Occasionally, discussion of a particular topic will extend beyond the scheduled class period. Likewise, other topics may not require the entire class period. You will be informed of any major revisions.

3. Students are expected to do their own work. Cheating and plagiarism will be dealt with at the discretion of the instructor.

4. Cell phones are to be turned to vibrate or silent mode during class. Cell phones are not be used during class for texting or any other purpose. Laptops in class are to be used only for class activities or note-taking.