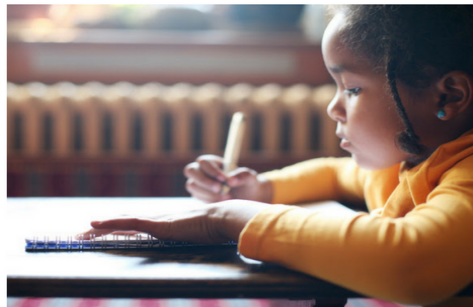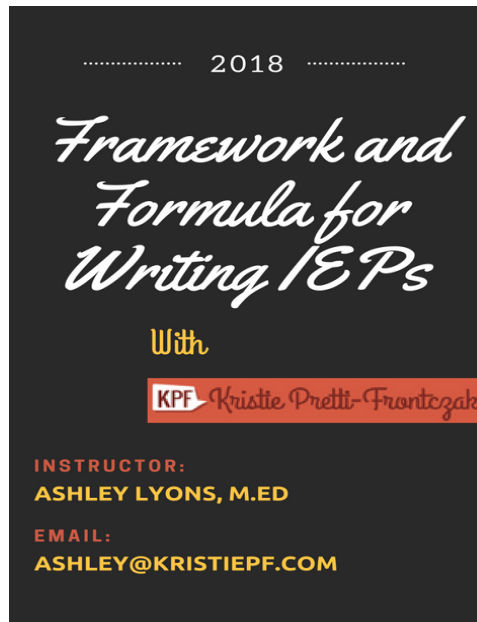**Professional and Continuing Education**
UNIVERSITY of ALASKA ANCHORAGE

College of Education
3211 Providence Drive, PSB 221
Anchorage, Alaska 99508-8269
Phone 907.786.1933
Pace.uaa.alaska.edu

2018

Framework and Formula for Writing IEPs

With

KPF *Kristie Pretti-Frontczak*

INSTRUCTOR:
ASHLEY LYONS, M.ED

EMAIL:
ASHLEY@KRISTIEPF.COM

EDSE 590
Framework and Formula for Writing IEPs, Grades Pre-K-5

3 Credits, Graded A-F
Spring 2018

Course Sponsor: Dr. Kristie Pretti-Frontczak, B2K Solutions Ltd.
Primary (Grading) Instructor: Ashley Lyons, M.Ed.
Instructors: Ashley Lyons, M.Ed.
Contact Information
Address: 7811 15th Avenue Brooklyn, New York 11228
Telephone: 216-776-2449
FAX: N/A
Email address: Ashley@kristiepf.com

Office Hours: Meetings (f2f, phone, Internet) can be made with Ashley Lyons as needed. Ashley will make all efforts to respond to questions posted in WordPress and/or via e-mail within 48-72 hours on normal federal business days.

Course Meeting Information:
    Location: Online/Asynchronous in WordPress and Qualtrics
- The class is 100% online and asynchronous. This means that there will be no required meeting times, and you can be online to complete your work at your convenience. There may, however, be some *optional* live sessions offered as needed. Optional live sessions will be held using Zoom, and will be announced in WordPress ahead of time.

    Start and End Date: Rolling enrollment January 28th through July 15th, with the course lasting 24 weeks from the day class starts, which is the Monday following the day of enrollment. Please see the Grading Policy section for more on Official Grade Postings.

        -The course officially begins the Monday following the day of enrollment; meaning that the 24-weeks course period starts on the first Monday after your enrollment date. For example, if you were to enroll on Wednesday July 11th, you would begin on Monday July 16th and your 24-week course period would end on December 30th.

    Class Day(s) & Time(s): Online/Asynchronous (24 weeks suggested)
    Final Project Due: Week 24 (based on enrollment date)

Course Description: This online course allows early educators and providers to work at their own pace to strengthen their ability to write meaningful IEP goals for young children. The course is divided into four modules and 12 lessons. Students may complete the lessons in any order, and may work independently, alongside members of their existing team, or with colleagues from across the state. The course was developed by Dr. Kristie Pretti-Frontczak, speaker, author and researcher devoted to revolutionizing early childhood education (ECE). Dr. Pretti-Frontczak has been researching, training, and offering professional development on how to write meaningful and legally defensible IEPs for the past 20 years. The course is facilitated by one of her doctoral students from Kent State University, Ms. Ashley Lyons, M. Ed. And while the course is asynchronous (think "on demand"), there are opportunities to interact with the facilitators, receive feedback, and practice new skills. All course materials are accessible on any device connected to the Internet. You can work on your desktop, a tablet, and/or your smartphone. The course is available for 3 post baccalaureate credits.

Intended Audience:
- Child find and evaluation team members, including speech pathologists, school psychologists, occupational therapists, mental health consultants, and teachers
- ECSE providers and educators responsible for writing initial and ongoing IEPs for preschoolers and/or those transitioning from early intervention or to school age.
- Early elementary educators who serve children with moderate to severe disabilities from Kindergarten through fifth grade

Enrollment Restrictions: None

Course Prerequisite/Co-requisites: Students should have previous experience with working on an IEP and should have current access to one or more active IEPs.

Alignment with College of Education Vision, Mission, and Conceptual Framework:
We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:
This professional development is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today's Students for successful lives and productive careers." (Mike Hanley, http://www.eed.state.ak.us/standards/pdf/teacher.pdf)

Learning Forward Standards for Professional Learning:
This course aligns with the Learning Forward Standards for Professional Learning which outline the "characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results." As explicit in the standards, "professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student perform at higher levels." (https://learningforward.org/standards-for-professional-learning)

Course Design:
a. Requires 45 contact hours and an average of approximately 90 hours of engaged learning outside of class.
b. Does not apply to any UAA certificate or degree program.
c. No UAA lab and/or materials fees beyond standard charges.
d. This course is an online, asynchronous learning environment that is intended to serve as a community of practice. The instructor serves as the facilitator of this community, and Students are expected to communicate and collaborate with one another to share their experiences, expertise, and ideas. Course activities will include viewing/listening to recorded content, group discussions, module-specific assignments, and a final culminating project. The course will utilize collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes:

RESEARCH-BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)
1.0   Instructional Goal:

Instructor will introduce best practice principles for developing an IEP within a framework that utilizes a formula focusing on the development of IEP worthy goals; recognizing the distinction between a disability and a difference; selecting criteria to measure goals; and strategies for what to do when children struggle.

<u>Defined Outcome:</u>

Students will **recognize** key elements of IEP worthy goals, including how to identify "what", "when", and "how" to target specific skills or behaviors, as well strategies for supporting struggling learners.

Lesson 1.1: PLAAFP
-Students will **describe** the qualities of a PLAAFP that can serve as an effective guide for all other decisions made related a child's IEP

Lesson 1.2: Four Filters
-Students will **list and describe** how the "four filters" can be used for generating IEP worthy goals

Lesson 1.3: Functionality
-Students will **distinguish** between functional and nonfunctional outcomes by considering "why" and "how" a child's participation and independence is impacted

Lesson 1.4: Measurability
-Students will **define** measurable as it relates to IEP goals and objectives

Lesson 2.1: Needs vs. Wants
Students will **distinguish** between needs and wants as well as disability vs. delay vs. difference

Lesson 2.2: Data-Driven Decision
-Students will **identify** each step in the data-driven decision-making process

Lesson 3.1: What will convince you?
-Students will **define** the five dimensions of behavior that can be used as criteria for IEP goals

Lesson 3.2: What can you manage?
-Students will **distinguish** between the various ways we can collect, document, and summarize data, and how the way we use DDDM makes IEPs legally defensible

Lesson 3.3: What matters?
-Students will **describe** how relationships between members of the IEP team (including families and students) are foundational to getting at what matters in terms of identifying IEP goals and planning specialized instruction

Lesson 4.1: Zig Zag process
-Students will **describe** the concept of the zig zag framework as it applies to diverse learners, including children who struggle but may not quality for early childhood special education services

Lesson 4.2: Every child is a triangle

-Students will **define** what the concept "messy middle" means as it applies to the complexities and interrelated nature of early development and learning

Lesson 4.3: Learning trajectories

-Students will **describe** the importance of looking for patterns and trends across data sources

THEORY INTO PRACTICE (APPLICATION)

2.0   <u>Instructional Goal:</u>

Instructor will provide a collaborative structure for students to translate the essential principles and components of IEP goals into their professional practice and the development and meaningful and legally defensible IEPs.

<u>Defined Outcome:</u>

Students will **examine** and **develop** IEP goals and **analyze** their meaningfulness for individual children by determining the extent to which goals meet the four IEP filters, are functional, and can be measured meaningfully; Students will also **apply/adapt** strategies for supporting struggling learners and implement these strategies into their professional practice.

Lesson 1.1: PLAAFP

-Students will **revise** how they write PLAAFP using the formula for describing how the student's disability/delay/disorder is impacting their access, participation, and progress in the general curriculum, and for preschoolers, as appropriate, activities

Lesson 1.2: Four Filters

-Students will **develop** questions that help determine what a child needs to learn and if it requires specially designed instruction

Lesson 1.3: Functionality

-Students will **demonstrate** an understanding of the importance of increasing a child's participation and independence during daily activities and routines

Lesson 1.4: Measurability

-Students will **demonstrate** use of the A B C formula for writing meaningful IEP goals

Lesson 2.1: Needs vs. Wants

-Students will **analyze** stressors that impede learning for children as well as for themselves

Lesson 2.2: Data-Driven Decision

-Students will **demonstrate** how a data-driven decision-making process is required to write meaningful and legally defensible IEPs

Lesson 3.1: What will convince you?

-Students will **develop** an IEP goal with matched IEP objectives that include specific, measurable, attainable, realistic, and time-limited (SMART) performance monitoring criteria

Lesson 3.2: What can you manage?

-Students will **use** discernment when setting criteria for IEP goals

Lesson 3.3: What matters?

        -Students will **engage** in writing IEPs using their hearts and their minds

Lesson 4.1: Zig Zag process

        -Students will **utilize** new skills to identify IEP goals and design instruction that falls within a child's zone of proximal development

Lesson 4.2: Every child is a triangle

        -Students will **analyze** a child's tiered needs related to common outcomes

Lesson 4.3: Learning trajectories

        -Students will **demonstrate** how patterns help determine why a child may be struggling or why development has stalled

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

3.0   <u>Instructional Goal:</u>

      Instructor will engage Students in reflective examinations of IEP goal writing, specialized instruction, and accommodations/modifications, as well as the extent to which they implement these best practices in their own professional practice.

     <u>Defined Outcome:</u>

     Students will **evaluate** the extent to which IEP goals they have written and supports they have provided to match those goals have met best practice principles in the past and present.

Lesson 1.1: PLAAFP

        -Students will **compare and contrast** PLAAFP statements and decide if they are good, if are they bad, and/or if are they both

Lesson 1.2: Four Filters

        -Students will **assess** the extent to which IEP goals "pass" the four filters

Lesson 1.3: Functionality

        -Students will **evaluate** IEP goal and objective statements to determine functional importance

Lesson 1.4: Measurability

        -Students will **consider** the extent to which their previous IEP goals/objectives met measurability best practices

Lesson 2.1: Needs vs. Wants

        -Students will **articulate** how triggers have impacted the learning of children they know and/or themselves

Lesson 2.2: Data-Driven Decision

        -Students will **evaluate** how the data-driven decision-making process supports identification and implementation of developmentally appropriate specialized instruction and accommodations/modifications that match children's IEP goals

Lesson 3.1: What will convince you?

        -Students will **compare and contrast** ways to write criteria using quantitative and qualitative statements

Lesson 3.2: What can you manage?
-Students will **evaluate** how to make connections between the need for enough data to make sound decisions, and the resources available to gather trustworthy data

Lesson 3.3: What matters?
-Students will **consider** what matters to them and the families within their community

Lesson 4.1: Zig Zag process
-Students will **reflect** on when, where, and under what context they have observed any of the seven (7) learning progressions, as well as what they would do in the future to address them

Lesson 4.2: Every child is a triangle
-Students will **consider** how a child's needs change and vary based upon the demands of the situation

Lesson 4.3: Learning trajectories
-Students will **reflect** on common themes related to what is known about early learning and development

RELATIONSHIP TO STANDARDS

4.0   Instructional Goal:

Instructor will familiarize Students with Division for Early Childhood (DEC) Recommended Practices and Council for Exceptional Children (CEC) Professional Practice Standards that are addressed by the strategies and concepts presented.

Defined Outcome:

Students will **identify** the DEC Recommended Practices and CEC Professional Standards that are aligned with writing IEP worthy goals that are meaningful, functional, measurable, and legally defensible, as well as those practices and standards aligned with understanding exceptionalities and identifying developmentally appropriate intervention and support.

Writing Style Requirements:
All assignments must be typewritten, with a font size of 12, and double-spaced using APA 6th edition formatting. All assignments that reference the work of others must include enough information to identify the original source (e.g., although full APA 6 in-text and end-of text are not required, they are preferred).

Course Assignments, Assessment of Learning, and Grading System:
Course grading will be A-F based upon the following. Models and rubrics will be provided for each assignment.

a.   **Participation and Collegial Support: 40 points**
Students will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions

- ▪ 24 points interaction with peers on Discussion Boards (2 points per discussion)
- ▪ 16 points completing assignments, original discussion posts, and final project (16 points for completing all work, regardless of grade; 8-15 points for completing some work, 7 points or less for completing minimal or no work)

b. **Original Discussion posts: 60 points**
Students will create twelve (12) original discussion posts (one per lesson) that thoughtfully consider course content by responding to prompts and referencing outside course material as appropriate
   5 points per discussion post

c. **Module Assignments: 100 points**
Students will complete four (4) Module Assignments that review Module content and consist of a mix of quiz questions and narrative response that require applied learning.
   25 points per Module Assignment

d. **Final Project: 50 points**
Students will prepare (or revise) an IEP they have access to, meeting all IEP principles discussed across the course.

Grading Policy
- ● The course pacing guide (below) provides suggested due dates for discussion posts, responses, module assignments, and the final project. The purpose of the pacing guide is to help students keep up with work in a manageable fashion. That said, because the course has open enrollment, there are no absolute due dates beyond the end of the 24-week course and you can complete work in any order. You will get far more out of the course, however, if you pace your work across time. Additionally, if you would like an opportunity to revise and resubmit work to improve grades, you must submit such work *no later than the end of Week 23*.

- ● Electronic submission of assignments is required. Module assignments must be submitted through Qualtrics, and the final project should be emailed to the instructor.
  - o For files that exceed limits established in Qualtrics or e-mail and/or that need to be shared with the entire class, share through Google Drive and be sure to invite the instructor/ peers (as appropriate) OR provide a shareable link.

  It is the participant's responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.

- ● When submitting work electronically (including as an attachment in Qualtrics), the following procedures **must** be followed or 5% will be deducted from the

overall point value of the assignment:

- o The **subject line** of the e-mail **AND/OR** the **file** must include three pieces of information: (a) participant's full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names)
- o The document itself must be **saved in a readable** format. Use file extensions **.docx** or **.pdf**, or in the case of movies and audio files, .mp3 or .mp4 is preferred. Contact the instructor ahead of time if an alternate extension for such files will be requested.
- o "Written" documents must also be page numbered and include the participant's full name on a title page or as a header to the document.

- All students are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work met the expectations of the instructors, was completed fully, met stated criteria, represented a strong professional effort, and was turned in on time (e.g., by the end of the 12-week course). Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and supportive interactions with colleagues, and sustained active participation across course activities.
- Any assignment that earns **less** than an 80% may be revised and resubmitted. In order to gain additional points, Students must indicate in writing what component or activity they would like to improve and how they plan to do so. Students will then have a full week (but no more than one week) following receipt of a grade to make revisions. Students are encouraged to work with their peers and share their work in order to receive peer feedback. A grade of higher than 89% cannot be obtained on work that is revised.
- Grading timeframes will vary depending on a) your date of enrollment and course start date (which is the Monday immediately following your enrollment date); b) the coursework you submitted; and c) suggested due dates as specified in the Course Pacing Guide.
  - In general, discussion posts will be graded within 3 business days of posting, activities within 5 business days of submission, and final projects within 1-2 weeks of submission.
  - B2K will submit all your grades (including your final grade) to ASDN upon completion of the 24-week course (e.g., 24 weeks after you begin the course). If you complete and submit all coursework prior to the 24-week course timeline, and are interested in expediting your course completion and final grade processing, please work with the instructor to schedule a timeline for final processing. The earliest you will be permitted to schedule an early course completion date is 8 weeks from your personal course start date.
  - Please allow approximately two weeks for processing upon submission of all course materials to obtain course completion verification. ASDN will send you a course completion confirmation email with a transcript request information once your grade has been processed. Note that your coursework will not be submitted to ASDN prior to the 24-week

course period unless you arrange a date with the instructor.

Quality of Work

Original discussion posts, responses to peers' posts, assignments, and the final project will be graded for quality as follows:

"A" work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects. (225 to 250 points overall, or 90% or better per assignment...Note that to receive an "A" on a given assignment, you must exceed basic expectations)

"B" work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment. (200 to 224 points overall, or 80-89% per assignment)

"C" work is average; completed as requested, on time, and in appropriate format. (175 to 199 points overall, or 70-79% per assignment)

"D" work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding. (150 to 174 points overall, or 60-69% per assignment)

"F" indicates that the student has not met the guidelines for "A-D" work.

Course Calendar/Schedule

This course does not have a traditional calendar schedule due to rolling enrollment. Instead, course requirements, activities, and assignments are provided in a Course Pacing Guide (see next page).

> ***Note that all activities and assignment due dates are suggested. All activities and assignments are officially due at the end of Week 24 (or Week 23 if you want to have the opportunity to revise and resubmit work to potentially improve a grade). Rubrics for all work will be posted in the course WordPress space prior to the start of the course.*

WEEK	MODULE	LESSON	ACTIVITIES & ASSIGNMENTS
1	Module 1: IEP Worthy Goals	Lesson 1.1: PLAAFP	Original Discussion post
2			Response to Peer's Discussion post
3		Lesson 1.2: Four Filters	Original Discussion post
4			Response to Peer's Discussion post
5		Lesson 1.3: Functionality	Original Discussion post
6			Response to Peer's Discussion post

WEEK	MODULE	LESSON	ACTIVITIES & ASSIGNMENTS
7		Lesson 1.4: Measurability	Original Discussion post
8			Response to Peer's Discussion post
			Module 1 Assignment
9	Module 2: Disability or Difference	Lesson 2.1: Needs vs. Wants	Original Discussion post
10			Response to Peer's Discussion post
11		Lesson 2.2: Data-Driven Decision	Original Discussion post
12			Response to Peer's Discussion post
			Module 2 Assignment
13	Module 3: Selecting Criteria	Lesson 3.1: What will convince you?	Original Discussion post
14			Response to Peer's Discussion post
15		Lesson 3.2: What can you manage?	Original Discussion post

WEEK	MODULE	LESSON	ACTIVITIES & ASSIGNMENTS
16	Module 3: Selecting Criteria	Lesson 3.2: What can you manage?	Response to Peer's Discussion post
17		Lesson 3.3: What matters?	Original Discussion post
18			Response to Peer's Discussion post
			Module 3 Assignment
19	Module 4: When Children Struggle	Lesson 4.1: Zig Zag process	Original Discussion post

20		Response to Peer's Discussion post
21	Lesson 4.2: Every child is a triangle	Original Discussion post
22		Response to Peer's Discussion post
23	Lesson 4.3: Learning trajectories	Original Discussion post
		Module 4 Assignment
		Final Project Due
24		Response to Peer's Discussion post
		***All assignments not submitted to date are due

Related Professional Organizations:
[Division for Early Childhood](#)
[Council for Exceptional Children](#)

Course Texts, Readings, Handouts, and Library Reserve:
<u>Required Text/Materials:</u>
- No textbook is required for the course.
- Weekly required readings will be posted in WordPress.
- Students are also expected to seek additional resources by conducting searches of educational databases (e.g., ERIC) and/or visiting the library as needed.
  - University of Alaska Anchorage (UAA) main page: www.uaa.alaska.edu
  - Information for accessing Library resources off campus: https://consortiumlibrary.org/services/connect_help.php
  - Direct Link to databases and resources for finding information: https://consortiumlibrary.org/find
  - Google Scholar: https://scholar.google.com
- For Supplemental Materials, students are not expected to read everything posted or available on a given topic, just enough to fully participate, complete assignments, and enhance skills.

<u>Content References:</u>

Bagnato, S. J., Neisworth, J. T., & Pretti-Frontczak, K. L. (2010). *LINKing authentic assessment and early childhood intervention: Best measures for best practices* (4th ed.). Baltimore, MD:

Brookes.

Bricker, D. (2002). Assessment, evaluation, and programming system for infants and children (2nd ed., Vol. 1). Baltimore: Brookes.

Bateman, B. D. (2007). *From Gobbledygook to clearly written annual IEP goals*. Verona, WI: IEP Resources.

Bateman, B. D., & Linden, M. (1998). *Better IEPs: How to develop legally correct and educationally useful programs.* 3d Ed. Longmont, CO: Sporis West.

Chen, D. & Cox, A. R. (2005). *The first IEP: Parent perspectives* [DVD]. Baltimore, MD: Brookes.

Clark, S. G. (2000). The IEP process as a tool for collaboration. *Teaching Exceptional Children, 33*(2), 56-66.

Grisham-Brown, J., & Hemmeter, M.L. (1998). Writing IEP goals and objectives: Reflecting an activity-based approach to instruction for young children with disabilities. *Young Exceptional Children, 1*(3), 2-10.

Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children, 34*(1), 52-58.

Pretti-Frontczak, K., & Bricker, D. (2000). Enhancing the quality of individualized education plan (IEP) goals and objectives. *Journal of Early Intervention, 23*, 92-105.

Hauser, M. D. (2017). The essential and interrelated components of evidenced-based IEPs: A user's guide. *TEACHING Exceptional Children, 49*(6), 420-428.

Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. *Teaching Exceptional Children, 35*(2), 8-17.

Hock, M. (2000). *Standards, assessments, and IEPs: Planning for success in the general education curriculum*. Burlington: Vermont Department of Education.

Jung, L. A. (2015). *A practical guide to planning interventions and measuring progress.* Bloomington, IN: Solution Tree Press.

Kleinert, H. L., & Kearnes, J. F. (Eds.) (2001). *Alternate assessment: Measuring outcomes and supports for Students with disabilities*. Baltimore: Brookes.

Martin, N. R. M. (2005). *A guide to collaboration for IEP teams.* Baltimore, MD: Brookes.

Miller, L., & Hoffman, L. (2002). *Linking IEPs to state learning standards: A step-by-step guide*. Austin, TX. Pro-ed.

More, C. M. & Hart Barnett, J. E. (2015). Developing individualized education goals in the age of technology: Quality challenges and solutions. *Preventing School Failure: Alternative Education for Children and Youth, 58*(2), 103-109.

Nolet, V., & McLaughlin, M J., (2000). *Accessing the general curriculum: Including Students with disabilities in standards-based reform.* Thousand Oaks, CA: Corwin Press Inc.

Standards References:

Council for Exceptional Children [CEC]. (2015). *What Every Special Educator Must Know: Professional Ethics and Standards*. Arlington, VA: CEC

Division for Early Childhood [DEC]. (2014). *DEC recommended practices in early intervention/early childhood special education.* Retrieved from http://www.dec-sped.org/recommendedpractices

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska Students.* Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska Students.* Juneau, AK: Author.

Course Policies:
Incomplete Grades
Due to the nature of this course, grades of incomplete will not be permitted.

Attendance and Make-up Policy:
Due to the online asynchronous nature of this course, attendance is defined as interaction with posted audio/visual content and participation across discussion boards. Similarly, engaged learning is defined as reading required course materials, responding to peers' discussion posts, and completing Module assignments and the final project.

That said, students are expected to participate fully in all course activities. Participation is generally defined as working consistently and independently as a collaborative team member. Participation is also defined as being responsive by attending to the diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor(s), and guest presenters (where/if applicable) by encouraging critical thinking and diverse ideas. Students are also expected to participate actively across all modules.

Examples of a "good" participant include but are not limited to one whom:
- o Supports the learning of others (e.g., shares resources, provides encouragement, affirms challenges, provides detailed responses, provides thoughtful posts).
- o Works equally and respectfully to gain new knowledge (e.g., takes responsibility for finding answers, problem-solves independently, determines how and when ready to learn, follows netiquette for discussing concerns and challenges).
- o Engages in critical thinking (compares and contrasts information, discusses pros and cons of various situations, considers ideas and practices that are novel, raises new questions for discussion) and embraces diverse ideas (i.e., tolerant of ideas that differ from own).

Participation across the course is crucial for student learning and is part of one's overall grade. Participation grades assume that the student engages in the processes necessary to eventually complete all required work.

ADA Policy
The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy
Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to

address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Plagiarism, very briefly, is taking another person's ideas and presenting them as if they are your own. This can happen in many ways, including but not limited to, the following:

- o Lifting phrases/sentences/paragraphs/pages from another published source and failing to put quote marks around the lifted material and properly citing the source of the material.
- o Lifting sentences/paragraphs/pages from another published source, changing a few words by substituting synonyms, and not citing the source of the material.
- o Paraphrasing (putting in your own words) another person's ideas and not making it clear that you are paraphrasing another person's ideas.
- o Lifting material from the internet and not citing the website from which you took the information. Writings/graphs/statistics on the internet are not "author free." Even if the author of the material is not provided, the internet address should be provided.
- o Unless explicitly stated and allowed by the instructor, all student work is expected to be done individually. Therefore, working on a paper or project with another student or group of students is prohibited.
- o Relating a story that was told to you as part of an assignment and not citing the source of the story. Information obtained through interviews with other people need to be correctly cited.
- o Remember, the instructor thinks that anything you present (paper, project, discussion post) is your own work. Anything that is not original to you should be cited as to whose ideas they are. If you have any questions as to whether what you are doing might be interpreted as plagiarism, ASK YOUR INSTRUCTOR.
- o Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in summarizing and synthesizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact the instructor if you are not sure about how to appropriately cite the work of others or how to incorporate your review of the literature into your own products.
- o The following is a list of things you should do when completing assignments for this course.
  - o Share ideas with others.
  - o Gain feedback from others (i.e., have them edit drafts of your work).
  - o Ask questions.
  - o Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
  - o Do expect to make mistakes and receive feedback from others and me.
  - o Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others.
  - o Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol. 6 guidelines when citing the work of others. The following are several helpful online APA citation guidelines sites.
    - ▪ http://owl.english.purdue.edu/owl/resource/560/01/
    - ▪ http://employees.csbsju.edu/proske/nursing/APA.htm
    - ▪ http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm
    - ▪ http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx (APA 6 tutorial)

Professional and Ethical Behavior
University of Alaska Anchorage College of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Non-Discrimination Policy
The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Technology Integration
University of Alaska Anchorage College of Education students re expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.