

COLLEGE OF EDUCATION



UNIVERSITY OF COLORADO AT COLORADO SPRINGS

SPED 495/595: Summer Institutes

Instructor

Randall L. De Pry, Ph.D.
University of Colorado at Colorado Springs

2 or 3 Credit Hour Option

Students can elect to earn 2 or 3 semester hours of credit. The 2-credit option will result in credit being given at the end of the summer semester (September). The 3-credit option will result in credit being given at the end of the fall semester (January). Course requirements and submission process is outlined below.

Course Description

The Summer Institutes offered by Sopris West Educational Services provides participants with a variety of training opportunities that relate to programs and practices for working with students who are at-risk for academic and/or social/behavioral challenges. Participants will attend at least 6 break-out sessions, complete 4 reading summaries, and implement and summarize a 10 hour practicum as part of this course. Throughout the Institute, participants will be given multiple opportunities to reflect on knowledge learned during sessions and develop application plans for use in a variety of educational settings.

How The Process Works

Submit Guided Notes (2 and 3 Credit Options): All students will submit guided notes that describe the **session content** and educational **applications** from at least 6 breakout sessions. The session content section should be knowledge-based and provide at least 3 examples of what was learned from the breakout sessions you attended. The session application sections should be application-based and provide at least 3 examples of how you will apply what you learned from each session in your specific setting. A scoring rubric and example are provided below:

Guided Notes Example

Presenter:

Jane Smith, Ph.D.

Session Title:

Effective Strategies for Working with Students with Academic and Behavioral Challenges

Session Content:

Instructional strategies for reducing problem behavior during large group instruction include: (1) keeping a brisk pace, (2) using positive reinforcement contingent upon a correct response, and (3) using proximity control for students who are having a difficult time attending.

Application Response:

I teach 3rd grade in an elementary school that practices full inclusion. I plan to video tape my teaching to evaluate (1) my pace of instruction, (2) increase my ratio of positive reinforcement to at least 4:1, and (3) practice using my physical presence to reduce inappropriate behaviors by moving around and attending to my students' instructional needs.

Submit Reading Summaries (2 and 3 Credit Options): Readings are included in the training materials provided at the Institute. All participants will need to read and review at least 4 readings (i.e., PowerPoint handouts, information sheets, included articles) that are located in the participant's resource binder. Expected length for each reading summary is one paragraph per reading. If readings are redundant with a selected breakout session or not available as part of your institute materials, you may substitute two or more keynote addresses or breakout sessions using the guided notes format outlined above.

Complete Practicum Activities and Submit Practicum Paper (3 credit Option Only): In addition to the activities described above, students registered to receive 3 credits will participate in a 10-hour practicum where you will implement a strategy or use materials that were the basis of one or more breakout sessions that you attended. A 2-page application paper will describe what they **did** as part of your practicum and what you **learned**. Your paper should include your name and school, be word-processed, use a 12 point font, and be double-spaced. Please include a signed note from a supervisor or administrator verifying that you completed the practicum as described.

All assignments will be word processed and should be mailed together, e.g., guided notes, reading summaries, practicum paper (3 credit only), and signed verification (3 credit only) to the instructor within **two weeks** after the conclusion of the summer institute (2 credit option) or postmarked no later than Friday, November 28, 2009 (3 credit option). Please mail your completed assignment to:

Randall L. De Pry, Ph.D.
University of Colorado at Colorado Springs
College of Education, Department of Special Education
1420 Austin Bluffs Parkway, Colorado Springs, Colorado 80933-7150
719 255-4170 (for questions about assignments)

Important: Be sure your name and the name of the summer institute you attended are included on each page of your assignment.

Grading

All grading for this course will be completed in an objective fashion. Grades will be assigned based on total points earned. Full credit for each session is 10 points (i.e., 3 points for content examples, 3 points for application examples, 4 points for presenter name and session title).

Scoring Rubric: 0 examples = 0 points; 1 example = 1 point; 2 examples = 2 points; 3 or more (target) = 3 points (maximum). Each reading will be worth 10 points.

Guided Notes	6 sessions x 10 points =	60 points
Reading Summaries	4 readings x 10 points =	40 points
Practicum Paper	2 word processed pages =	50 points

100 points (2 credit hour option) 150 Total Points (3 credit hour option): The following grading schedule is calculated using total possible points:

A	=	90 to 100%
B	=	80 to 89%
C	=	70 to 79%
D	=	60 to 69%
F	=	59% and below

Students with Disabilities

Reasonable accommodations will be made for students who have a documented disability that interferes with completing this course. It is your responsibility to request any accommodations before assignments are due. Please contact Kaye Simonton (719-262-3065) at Student Support Services, the instructor, or Sopris West if you have any questions or need assistance.

Questions

Carla Rupprecht, Extended Studies Program Coordinator
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 College of Education
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