

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 03-396 Appr 4/13/04 Appr 4/27/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Joseph Domaracki	Email Address jwdomara@iup.edu
Proposing Department/Unit Department of Special Education & Clinical Services Education of Exceptional Persons Program	Phone X72450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

EDEX 416/516 Education of Persons with Emotional or Behavioral Disorders

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

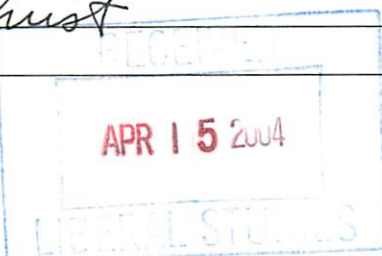
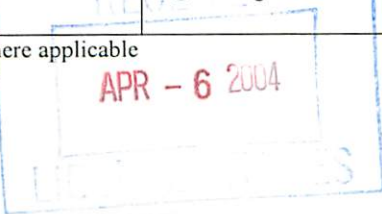
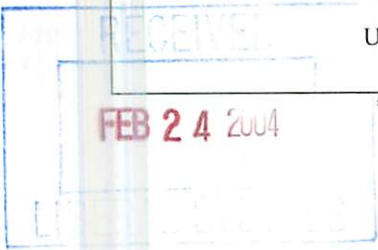
3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other
 Catalog Description Change

Current program name Proposed program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Juan Gloria-Jelenc</i>	2-3-04
Department Chair(s)	<i>Joseph Domaracki</i>	2-3-04
College Curriculum Committee Chair	<i>Joseph Domaracki TECC</i>	2-23-04
College Dean	<i>[Signature]</i>	2-23-04
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4-13-04

* where applicable



Part II: Description of Curriculum Change

1. New Syllabus of Record

I. CATALOG DESCRIPTION

EDEX 416/516 EDUCATION OF PERSONS WITH EMOTIONAL OR BEHAVIORAL DISORDERS
3c-01-3cr

Prerequisites: Successful completion of Step I of the Three Step Process

Focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

II. COURSE OBJECTIVES

Students will be able to :

1. demonstrate knowledge and understanding of definitions, terminology, and the identification process;
2. demonstrate knowledge and understanding of characteristics of E/BD children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs;
3. demonstrate knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 93-112, PL 99-506, PL 94-142, PL 101-476, Section 504, PL 105-17 and the Americans with Disabilities Act;
4. demonstrate knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
5. demonstrate knowledge and understanding of current issues and trends, including the Mental Health and Special Education Coalition and current legislative proposals;
6. demonstrate knowledge and understanding of relevance of multicultural and linguistic diversity in identification and service delivery;
7. demonstrate knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models;
8. demonstrate knowledge and understanding of a variety of intervention approaches, including behavioral, psycho-educational, and crisis interventions;
9. demonstrate knowledge and understanding of designing individual and classroom behavior management plans;

10. demonstrate knowledge and understanding of collaborative consultation with professionals and parents;
11. demonstrate knowledge and skill in using computer software, alternate programming, and current technology;
12. demonstrate skill in applying formal and informal assessment data to guide instructional decision-making.

III. COURSE OUTLINE

Week 1 Definitions and Terminology

Week 2 Characteristics

Week 3 Historical Perspectives

Week 4 Definitions and Service Delivery Models

Week 5 Research Documenting Similarities and Differences in the Developmental Characteristics of Students with Learning Disabilities and Behavioral Disorders

Week 5 Theoretical Perspectives: Concepts and Implications

1. Classification models, etiological and descriptive research, and educational approaches
2. Integration issues

Weeks 6 & 7 Themes in the Study of Behavioral Disorders

1. Integrative framework
2. Ecological orientation
3. Interdisciplinary intervention
4. Medical aspects
5. Deviance perspectives in relation to provision of services

Weeks 8 & 9 Research and Issues in Assessment Procedures

1. Types of measures
2. Educational relevance of assessment measures
3. Technical adequacy and usefulness
4. Biasing factors, including concerns regarding students from multi-culturally and linguistically diverse backgrounds

Weeks 10 & 11 Learning Characteristics: Preschool through Adult

1. Basic academic areas
2. Social and emotional aspects
3. Learning style
4. Career/vocational implications

Weeks 12&13 Educational Planning, Service Delivery, and Model Programs

1. Behavioral interventions
2. Psycho-educational interventions
3. Crisis intervention
4. Transition to adult services

Week 14 Effective Teachers

1. Competencies and personal characteristics
2. Stress reduction and burnout prevention

Week 15 Culminating Activity

IV. PRE-PRACTICUM FIELD EXPERIENCES FOR GRADUATE STUDENTS

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification.

The graduate student is required to spend a total of 20 hours of participation in a setting serving students with emotional or behavioral disorders. The field experience may be completed prior to or concurrent with course enrollment, as long as all participation hours are completed by the midterm point in the course. Students are expected to provide written and oral accounts of their experiences according to instructor guidelines and departmental policy governing pre-student teaching experiences.

V. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Completion of assigned readings in text and selected journals.

Participation in class discussion and/or activities.

Exams - Three exams consisting of multiple choice, completion and short essay items. 100 points each.

Journal Critiques - Each student will write a 2-3 page critique/analysis of five current research articles. No two articles should address the same topic/intervention strategy. 20 points each (100 points total).

Course projects - Each student will complete the following:

1. Position paper - Students will write a 5-7 page position paper on a topic directly related to course content. Possible topics might include: educational approaches, current issues/trends or definition and identification issues. Each paper should contain a minimum of 10 references and the references should be no older than 5 years. Topics are subject to approval of the instructor. 100 points.
2. Behavior Management/Social Skills Training Plan - Each student will develop either a behavior management or social skill training plan. Plans should include the critical components discussed in

class and should have application to students in their classroom or in one of the pre-student teaching experiences. Plans must be discussed with the instructor in advance. 100 points.

GRADUATE STUDENTS ONLY:

Field Experience - Requirements for completion of the field experience are discussed above in Section IV, Pre-Practicum Field Experiences for Graduate Students.

Literature Review Paper - Each student will write a 5-7 page literature review on a topic related to course content. The review paper should include a minimum of five references not to be more than 5 years old. Topics are subject to the approval of the instructor.

VI. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points and weighted according to the following scale:

		Undergraduate	Graduate
A = 90-100%	Exams	50%	25%
B = 80-89%	Course Projects	30%	25%
C = 70-79%	Journal Critique	20%	10%
D = 60-69%*	Field Experience		15%
F = 59% or below	Literature Review		25%

*No "D" grade is recognized in IUP graduate work.

VII. ATTENDANCE POLICY

Instructors will provide his or her individual course attendance policy. All attendance policies will be in compliance with the stipulations of the Undergraduate Course Attendance Policy outlined on page 23 of the Undergraduate Catalog.

VIII. REQUIRED TEXTS

Coleman, M. & Weber, J. (2002). Emotional and behavioral disorders: Theory and Practice. (4th ed). Boston, MA; Allyn and Bacon.

IX. BIBLIOGRAPHY

Algozine, R., Serna, L. & Patton, J. (2000). Childhood behavior disorders. (2nd ed). Austin, TX; Pro-ed.

Breen, M. & Fiedler, C. (2003). Behavioral approach to assessment of youth with emotional/behavioral disorders. (2nd ed). Austin, TX; Pro-ed.

Bauer, A. & Shea, T. (1999). Learners with emotional and behavioral disorders: An introduction. Englewood Cliffs, NJ; Prentice Hall.

Cullinan, D. (2002). Students with emotional and behavioral disorders: An introduction to teachers and other helping professionals.

Newcomer, P. (2002). Understanding and teaching emotionally disturbed children and adolescents. (3rd ed). Pro-ed.

Wicks-Nelson, R. & Isreal, A. (2003). Behavior disorders of children. (5th ed). Englewood Cliffs, NJ; Prentice Hall.

2. Summary of Proposed Changes

The prerequisites for this course are being changed. Current prerequisites are: “Junior status or above and A 3.0 grade point average”. The new prerequisites would be:” Successful completion of Step I of the Three Step Process”. Step I of the Three Step Process requires a 3.0 gpa, passing PRAXIS I Exam scores, a successful Professional Portfolio Review, and completion of a minimum of 48 credits. Within the 48 credits there must be six credits of mathematics, six credits of English, COMM 103 or equivalent and EDSP 102 all passed with a grade of “C” or better.

3. Justification for the Revision

Incorporating Step I of the Three Step Process into the prerequisites for our 400 Level courses will Provide two important benefits. First, it will make entry into those courses more selective. This will assist In enrollment management for a group of courses that are used as curricular options for several graduate And undergraduate programs. Second, it will serve as a mid-point evaluation of candidate competence in which a thorough review of the candidates general and specific knowledge bases, skills, and dispositions can be assessed and decisions regarding the candidates potential to continue or discontinue his/her field of study.

4. Old Syllabus of Record

I. CATALOG DESCRIPTION

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3 s.h.

Focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

II. COURSE OBJECTIVES

This course is designed to develop:

1. knowledge and understanding of definitions, terminology, and the identification process;
2. knowledge and understanding of characteristics of E/BD children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs;
3. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, PL99-457, PL 101-476, Section 504, and the Americans with Disabilities Act;
4. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
5. knowledge and understanding of current issues and trends, including the Mental Health and Special Education Coalition and current legislative proposals;
6. knowledge and understanding of relevance of multicultural and linguistic diversity in identification and service delivery;
7. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models;
8. knowledge and understanding of a variety of intervention approaches, including behavioral, psycho-educational, and crisis interventions;
9. knowledge and understanding of designing individual and classroom behavior management plans;
10. knowledge and understanding of collaborative consultation with professionals and parents;

11. knowledge and skill in using computer software, alternate programming, and current technology;
12. skill in applying formal and informal assessment data to guide instructional decision-making.

III. COURSE OUTLINE

A. Definitions and Terminology

B. Characteristics

C. Historical Perspectives

D. Definitions and Service Delivery Models

E. Research Documenting Similarities and Differences in the Developmental Characteristics of Students with Learning Disabilities and Behavioral Disorders

F. Theoretical Perspectives: Concepts and Implications

1. Classification models, etiological and descriptive research, and educational approaches
2. Integration issues

G. Themes in the Study of Behavioral Disorders

1. Integrative framework
2. Ecological orientation
3. Interdisciplinary intervention
4. Medical aspects
5. Deviance perspectives in relation to provision of services

H. Research and Issues in Assessment Procedures

1. Types of measures
2. Educational relevance of assessment measures
3. Technical adequacy and usefulness
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I. Learning Characteristics: Preschool through Adult

1. Basic academic areas
2. Social and emotional aspects
3. Learning style
4. Career/vocational implications

J. Educational Planning, Service Delivery, and Model Programs

1. Behavioral interventions

2. Psycho-educational interventions
3. Crisis intervention
4. Transition to adult services

K. Effective Teachers

1. Competencies and personal characteristics
2. Stress reduction and burnout prevention

L. Collaborative Consultation and Teamwork

1. General educators
2. Mental health personnel and community agencies
3. Parents

IV. PRE-PRACTICUM FIELD EXPERIENCES FOR GRADUATE STUDENTS

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification.

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class and should have application to students in their classroom or in one of the pre-student teaching experiences. Plans must be discussed with the instructor in advance. 100 points.

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C = 70-79%	Journal Critique	20%	10%
D = 60-69%*	Field Experience		15%
F = 59% or below	Literature Review		25%

*No "D" grade is recognized in IUP graduate work.

VII. REQUIRED TEXTS

Kauffman, J. M. (1989). Characteristics of behavior disorders of children and youth (4th ed). New York: Merrill.

Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). Reclaiming youth at risk: Our hope for the future. Bloomington, IN: National Educational Service.

VIII. BIBLIOGRAPHY

American Psychiatric Association. (1987). Diagnostic and statistical manual of mental disorders. (3rd ed.- Revised). Washington, DC: Author.

Anderson, J. (1981). Thinking, changing, rearranging: Improving self-esteem in young people. Eugene, OR: Timberline Press.

Apter, S., & Conoley, J. (1984). Childhood behavior disorders and emotional disturbance. Englewood Cliffs, NJ: Prentice-Hall.

Bagley, M. T., & Hess, K. K. (1984). 200 ways of using imagery in the classroom. New York: Trillium Press.

- Bolton, R. (1979). People skills: How to assert yourself, listen to others, and resolve conflicts. New York: Touchstone/Simon & Schuster.
- Braaten, S., & Wrobel, G. (Eds.). (1991). Perspectives on the diagnosis and treatment of students with emotional/behavioral disorders. Minneapolis: Educators of the Emotionally Disturbed and Council for Children with Behavioral Disorders.
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- Rizzo, J. V., & Zabel, R. H. (1988). Educating children and adolescents with behavioral disorders: An integrative approach. Needham, MA: Allyn & Bacon.
- Rutherford, R. B. Jr., Nelson, C. M., & Forness, S. R. (Eds.). (1988). Bases of severe behavioral disorders in children and youth. SanDiego: College Hill.
- Tubbs, S. L., & Moss, S. (1987). Human communication (5th ed.). New York: Random House.
- Wood, F. H., Smith, C. R., & Grimes, J. (1985). The Iowa assessment model in behavioral disorders: A training model. Des Moines: State Department of Public Instruction.
- Zionts, P. (1985). Teaching disturbed and disturbing students: An integrative approach. Austin, TX: Pro-Ed.