Panel I			10-15e.		
LSC Use Only	No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
			09-66e.		App-10/5/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Ca	ontact Person		Email Address
	ris K. Ramassini		k.ramassini@iup.edu
	oposing Department/Unit		Phone
	uman Development & Environm	ental Studies	357-4422
			a separate cover sheet for each course
	oposal and for each program propos		a separate corres sacret for care course
_			
1.	Course Proposals (check all that ap	ply) Course Prefix Change	Course Deletion
	Course Revision	Course Number and/or Title Chang	geCatalog Description Change
		CDFR 315: Intr	oduction to Early Intervention
	Current Course prefix, number and full title	<u>Proposed</u> course pr	efix, number and full title, if changing
2.	Additional Course Designations: ch This course is also proposed a This course is also proposed a	s a Liberal Studies Course.	_ Other: (e.g., Women's Studies, Pan-African)
2	Program Proposals	Catalog Description Change	Program Revision
٥,	New Degree Program	Program Title Change	Other
	New Minor Program	New Track	
4.	<u>Current</u> program name Approvals	<u>Proposed</u> program	name, if changing Date
		7 , , , ,	/2 /
	Department Curriculum Committee	Tredalen Laven	1/22/10
	Chair(s)		
	Department Chair(s)	Mary E Swinker	1/20/10
	College Curriculum Committee Chair	Robert Kestelak	2/02/10
	College Dean	Garleen & Zoni	2.24.10
	Director of Liberal Studies *		
	Director of Honors College *		
	Provost *		
	Additional signatures as appropriate:		
	(include title)		
	UWUCC Co-Chairs	Gail Sechrist	9-7-10

* where applicable

Received Received

APR 7 2010 FEB 2 5 2010

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 315: Introduction to Early Intervention

3 class hours 0 lab hours 3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 218, 224, and 310.

Focuses on early intervention policies and laws that relate to services for children birth to schoolage, including the IFSP and the IEP process. Special emphasis will be placed on ways to assist families in their roles as team members in the early intervention process taking social, linguistic, economic, and cultural diversity into consideration. The course will provide practical information needed when working in early intervention settings.

II. Course Outcomes

Students will be able to

- 1. Summarize the history of early intervention and the current early intervention policies and laws that relate to services for children birth to school-age.
- 2. Demonstrate knowledge of the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) process.
- 3. Identify how the early intervention process is affected by social, linguistic, economic, and cultural diversity.
- 4. Recognize the numerous ways parents and families affect a child, and vice versa, in and through the early intervention process, including looking at stress and coping models.
- 5. Examine how to assist families with their various roles in the early intervention process.
- 6. Demonstrate an understanding of ways to work hands-on with children in early intervention settings.
- 7. Apply current theoretical frameworks of child development and family studies to families and their experiences of the early intervention process.

III. Course Outline

A. Theoretical frameworks of child development and family studies (6 hours) 1. Bronfenbrenner's Ecological Model 2. Maslow's Hierarchy of Needs 3. Erikson 4. Vygotksy 5. Family Systems 6. Exchange 7. Symbolic Interaction 8. Family Development B. Early Intervention Policies & Laws (6 hours) 1. History of Early Intervention laws and policies a. PL 94-142 Education for All Handicapped Children Act (1975) b. PL 99-457 Education of the Handicapped Act Amendment (1986) c. PL 101-576 Americans with Disabilities Act (ADA) (1990) d. PL 105-17 Individuals with Disabilities Education Improvement Act (IDEA) reauthorized PL 94-142 (1997) e. PL 108-446 Individuals with Disabilities Education Improvement Act (2004) 2. Individualized Family Service Plan (IFSP) 3. Individualized Education Plan (IEP) 4. Community resources (1 hour) Exam I (4 hours) C. Effects of social, linguistic, economic, & cultural diversity 1. Parents 2. Multi-disciplinary team 3. Avoiding bias in the assessment and delivery process 4. Assisting families with their various roles in the early intervention process (12 hours) D. Family Stress & Coping 1. How family members affect each other in and through the early intervention process a. Impact of children with disabilities on family systems 2. Assisting families with their various roles in the early intervention process a. Concerns

b. Strategies

3. Engaging and supporting multi-risk families

(1 hour) Exam II

E. Working with children in early intervention settings

(12 hours)

- 1. An activity-based approach
 - a. Linked system of assessment
 - i. Assessment
 - ii. Goal development
 - iii. Intervention
 - iv. Evaluation
- 2. Authentic assessment
- 3. Accommodations and modifications

Final Exam – During Final Exam Week

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

50% - Exams/quizzes. The examinations/quizzes could include multiple choice, true/false, matching, short answer/essay with materials coming from instructor-provided notes, the text(s), videos, and class handouts. These may be offered in class, online, and/or as a take-home exam/quiz.

50% - Graded assignments may include an annotated bibliography, interview, individual or small group project, or a reaction paper. Also, in class, online, and/or take-home assignments based on readings, online resources, class discussions (online or in the classroom), and/or videos may be used.

V. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60 = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of classes.

VII. Required Textbook(s), Supplemental Books and Readings

Required Texts/Readings:

- Landy, S., & Menna, R. (2006). Early intervention with multi-risk families: An integrative approach. Baltimore, MD: Paul H. Brookes Publishing.
- Pretti-Frontczak, K., & Bricker, D. (2004). An activity-based approach to early intervention (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing.

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None

IX. Bibliography

- Ball, J. (2008). Early intervention and autism: Real-life questions, real-life answers. Arlington, TX: Future Horizons.
- Bondurant-Utz, J. (2002). *Practical guide to assessing infants and preschoolers with special needs.*Upper Saddle River, NJ: Merrill Prentice Hall.
- Campbell, F. A., Wasik, B. H., Pungello, E., Burchinal, M., Barbarin, O., Kainz, K., Sparling, J. J., & Ramey C. T. (2008). Young adult outcomes of the Abecedarian and CARE early childhood educational interventions. *Early Childhood Research Quarterly*, 23(4), 452-466.
- Christian, L. G. (2006). Understanding families: Applying family systems theory to early childhood practice. *Beyond the Journal: Young Children on the Web*, 1-8. Retrieved on January 5, 2009, from http://www.journal.naeyc.org/btj/200601/
- Coleman, J. G. (2006). The early intervention dictionary: A multidisciplinary guide to terminology (3rd ed.). Bethesda, MD: Woodbine Press.
- Cooper, J. L., & Vick, J. (2009, September). Promoting social-emotional wellbeing in early intervention services: A fifty-state review. Retrieved November 6, 2009 from the National Center for Children in Poverty Web Site: http://www.nccp.org/publications/pdf/text_885.pdf
- Ensher, G. L., Clark, D. A., & Songer, N. S. (2009). Families, infants, and young children at risk: Pathways to best practice. Baltimore, MD: Paul H. Brookes Publishing.

- Gaylord, V. (Ed.). (2009). Early childhood education and children with disabilities [Special Issue]. Impact 22(1). Retrieved January 6, 2010 from http://ici.umn.edu/products/impact/221/221.pdf
- Hirschland, D. (2008). Collaborative intervention in early childhood: Consulting with parents and teachers of 3- to 7-year-olds. New York, NY: Oxford University Press.
- Jenson, J. M., & Fraser, M. W. (2006). Social policy for children and families: A risk and resilience perspective. Thousand Oaks, CA: Sage.
- Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs: A team approach. *Beyond the Journal: Young Children on the Web*, 1-10. Retrieved on January 5, 2009, from http://www.journal.naeyc.org/btj/200601/
- Lillas, L. C., & Turnbull, J. (2009). Infant/child mental health, early intervention, and relationship-based therapies: A neurorelational framework for interdisciplinary practice (Norton services in interpersonal neurobiology). New York, NY: W. W. Norton & Co.
- Ramey, C. T., Campbell, F. A., Burchmal, M., Skinner, M. L, Gardner, D. M., & Ramey, S. L. (2000). Persistent effects of early childhood education on high-risk children and their mothers. *Applied Developmental Science*, 4(1), 2-14.
- Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist*, 53(2), 109-120.

Student Outcome Matrix

1 IE1 II10 IIIP IVA4 IVA5 IVA6 IVC7 2 IIII IIIP IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8
IIIP IVA4 IVA5 IVA6 IVC7 2 IIII IIIP IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8
IVA4 IVA5 IVA6 IVC7 2 IIII IIIP IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8
IVA5 IVA6 IVC7 2 IIII IIIP IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8
IVA6 IVC7 2 IIII IIIP IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8
IVC7 IIII IIIP IVA4 OVA5 IVA6 IVC7 IE3 IIIR IVC8
2 IIII IIIP IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8
IIIP IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8 4 IVA1 IVA2
IVA4 OVA5 IVA6 IVC7 3 IE3 IIIR IVC8 4 IVA1 IVA2
OVA5 IVA6 IVC7 3 IE3 IIIR IVC8 4 IVA1 IVA2
IVA6 IVC7 3 IE3 IIIR IVC8 4 IVA1 IVA2
3 IE3 IIIR IVC8 4 IVA1 IVA2
3 IE3 IIIR IVC8 4 IVA1 IVA2
IIIR IVC8 IVA1 IVA2
4 IVA1 IVA2
4 IVA1 IVA2
IVA2
IVA2
IVA2
IVA2
5 IVA1
IVA4
IVA6
IVC7
IVC8
IVD3
6 II8
IIIA
IIIP

Part II. 2. COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A1. How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is designed to be taken during the student's sophomore or junior year. This class is designed for majors and minors. This course is being created because the depth of information required to meet the PDE standards (see A7) necessitates a separate class to cover the material in a satisfactory manner.

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in any other course in the department.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

Yes. It was offered during the Spring 2009 semester as CDFR 481: Introduction to Early Intervention.

The enrollment was 25 students. The course is being offered under the same course title for the Spring 2010 semester; twenty-eight students are currently enrolled.

A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is not intended to be dual level.

- A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures? This course is not to be taken for variable credit.
- A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

U of Texas-Austin, HDF 378K: Introduction to Early Childhood Intervention

U of Texas-Dallas, HDCD 5330: Intervention Paradigms

Metropolitan State College of Denver, SWK 3700: Social Work & Early Intervention: Children birth through 5

George Mason U, EDSE 415/615: Early Intervention for Infants & Toddlers with Disabilities: Collaborative & Consultative Approaches

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The PDE (Pennsylvania Department of Education) Pre-K Guidelines require the content of this course.

Documentation is provided in the Student Outcome Matrix at the end of the Course Analysis

Questionnaire.

Section B: Interdisciplinary Implications

- B1. Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

 This course will be taught by one instructor.
- B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

 The content of this course does not overlap with any other at the University.
- B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

 This course is not cross-listed.

Section C: Implementation

- C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.
 - No new faculty member is required to teach this course. The instructor will alternate this course with another course. This was done during the Spring 2009 semester and it's being done during the Spring 2010 semester. This course will be counted as one preparation and three hours of equated workload.
- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy.

 No other resources will be needed to teach this course.
- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)
 - There are no grant-funded resources involved in the teaching of this course.
- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

 One section of this class will be offered a year. No, this course is not designed for or restricted to a certain seasonal semester.
- C5 How many sections of this course do you anticipate offering in any single semester?

 One section will be offered during the spring semester.
- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

 Approximately 35students can be accommodated per section, based on class assignments and class activities.
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

 No professional society recommends enrollment limits.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

N/A

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Part III. LETTERS OF SUPPORT

Please see attached letter of support from the Special Education and Clinical Services Department at Indiana University of Pennsylvania.

Sharon Aikins

From:

"Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>

To: Sent: "Sally M McCombie" <smccomb@iup.edu> Wednesday, April 07, 2010 12:03 PM

Subject:

Re: Will you write a note of support?

Sally,

I have reviewed the syllabus for CDFR 351 Introduction to Early Intervention and find the content to be adequate and not overlapping any course offered in the EDEC/EDEX or Disability Services Programs. The Department of Special Education and Clinical Services is supportive this course proposal.

Joe Domaracki

Sally M McCombie wrote:

> Hi Joe- We have submitted curriculum changes for our CDFR program. Yesterday at the UWUCC, one of the members requested we notify the Special Education and Clinical Services Department about this course because early intervention is what Special Education does and it is part of the IDA process. As you know many of our FCSE courses include some of this content. The focus of this course is mainly on the FAMILIES since that is one of our areas of expertise. That was why I didn't think of contacting you. I am sorry. Please look at the syllabus and email a response to me. Thanks!

>

- > Whom should I email about Clinical Services (if you feel that is necessary).
- > Thanks again-Sally

> >

- > Sally M. McCombie, Ph.D., CFLE, CFCS
- > Coordinator of Family and Consumer Sciences Education
- > President- Pennsylvania Association of FCS
- > Indiana University of PA
- > Human Development & Environmental Studies
- > 207 Ackerman Hall
- > Indiana, PA 15705
- > (724)357-2336

Joseph W. Domaracki, Ph.D. Professor

Chairperson

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