

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: *11-170a*
UWUCC Action-Date: *AP-4/24/12*

Senate Action Date: *App-5/01/12*

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **EDEX 269: Identifying and Understanding Children with Academic**

2. Liberal Studies Course Designations, as appropriate *+ Social Learning Needs from Preschool through Adolescence*

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>B. Kuntz</i>	<i>3/30/2012</i>
Department Chairperson(s)	<i>B. Kuntz</i>	<i>3/30/2012</i>
College Curriculum Committee Chair	<i>Evel Reilly DECC</i>	<i>4/19/12</i>
College Dean	<i>A. Kle</i>	<i>4/20/12</i>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>TECC ASOUC</i>	
UWUCC Co-Chairs	<i>Gail Schmitt</i>	<i>4/24/12</i>

Received
APR 23 2012
Liberal Studies

PART II. DESCRIPTION OF CURRICULAR CHANGE

1. SYLLABUS OF RECORD

EDEX 269: Identifying and Understanding Children with Academic and Social Learning Needs from Pre-School through Adolescence.

3c-01-3cr

Prerequisite: EDEX 110; ECSP majors only

I. CATALOGUE DESCRIPTION

Focuses on evidence-based practices for educating children with special needs for academic instruction and/or social and emotional learning. Reviews literature on characteristics of students with learning and behavior problems and summarizes research on academic interventions, classroom climate, social and emotional learning, and self-regulation strategies. Applies social and behavioral learning theories to management of academic and social instruction. Throughout this course, a variety of instructional approaches (e.g., case studies, simulations) will be used to facilitate acquisition of new knowledge and to apply the knowledge to educational settings.

II. COURSE OBJECTIVES

At the completion of the course, learners will be able to:

1. Identify characteristics of children with learning and behavior problems (e.g., academic strengths and weaknesses, social/emotional strengths and weaknesses)
2. Explain current issues and trends related to teaching students with learning and behavior problems
3. Synthesize research on evidence-based instructional strategies such as learning strategies and self-regulation.
4. Analyze the benefits and limitations of formal and informal assessment techniques for planning/monitoring instruction for children with learning and behavior problems.
5. Critique individual lesson plans using various instructional approaches (e.g., direct instruction, inquiry)
6. Apply findings on social emotional learning for teaching social skills in early childhood and middle level settings.

Assessment Matrix

Course Objective	INTASC Standards	COE-ET Conceptual Framework	CEC/NAEYC	Course Assessment Measuring Objective
1. Identify characteristics of children with learning and behavior problems	2, 3, 4	Planning and preparation	NAEYC 1,2,4b,4d CEC 1,2,3,4,5, 6,7,8,9,10	In-class activity Out-of-class activity Exams
2. Explain current issues and trends related to students with learning and behavior problems	4, 5, 9, 10	Classroom environment Instruction	NAEYC 1,2,3,4b,4d,5 CEC 1,3,4,5, 6,7,8,9,10	In-class activity Positive behavior plan* Out-of-class activity Exams
3. Synthesize research on evidence-based instructional strategies	4, 5	Classroom environment Instruction	NAEYC 1,3,4b,4d CEC 4,5, 6,7,8,9,10	In-class activities Lesson plan critiques Positive behavior plan* Exams
4. Analyze benefits and limitations of formal and informal assessment techniques	8, 9	Planning and preparation	NAEYC 3,5 CEC 1,2,3,5,7,8, 9,10	In-class activity Positive behavior plan* Exams
5. Critique individual lessons plans focusing on academic and social learning	3, 4, 7	Instruction	NAEYC 1,2,3,4b,4d CEC 1,2,3,4,5, 6,7,8,9,10	Lesson plan critiques In-class activities Exams
6. Apply findings on social/emotional learning for teaching social skills	3, 4, 7	Instruction	NAEYC 1,2,3,4a, 4b,4d CEC 1,2,3,4,5, 6,7,8,9,10	Lesson plan critiques Positive behavior plan* In-class activity Exams

- **Key Assessment is in bold print.**

III. COURSE OUTLINE

Date: Week 1 (3 hrs.)
Topic: History and characteristics of students with learning and behavior problems
Readings: Chap 1 and handouts

Date: Week 2 (3 hrs)
Topic: Assessing and teaching students with learning and behavior problems
Readings: Chap 2 and handouts

Date: Week 3 (3 hrs)
Topic: Difficulties with academic and social skills
Readings: Handouts

Date: Week 4 (3 hrs)
Topic: Best practices for academic instruction
Readings: Websites

Date: Week 5 (3 hrs)
Topic: Best practices for classroom management
Readings: Chap 4 and handouts

Date: Week 6 (3 hrs)
Topic: Best practices for social and emotional planning
Readings: Handouts and websites

Date: Week 7 (1 hr for lecture; 2 hrs. for first exam)
Topic: Assessing and teaching oral language
Readings: Chap 6

Date: Week 8 (3 hrs)
Topic: Assessing and teaching reading: word identification
Readings: Chap 7

Date: Week 9 (3 hrs)
Topic: Assessing and teaching reading: comprehension
Readings: Chap 8

Date: Week 10 (3 hrs)
Topic: Assessing and teaching written expression
Readings: Chap 9

Date: Week 11 (3 hrs)
Topic: Assessing and teaching content area subjects
Readings: Chap 10

Date: Week 12 (3 hrs)
Topic: Assessing and teaching mathematics
Readings: Chap 11

Date: Week 13 (3 hrs)
Topic: Response to intervention
Readings: Chap 3

Date: Week 14 (3 hrs)
Topic: Collaborating with colleagues and families
Readings: Chap 5

FINAL EXAM PERIOD (2 hr) for second exam

IV. EVALUATION METHODS

1. Class activities. Class activities will require integration of lectures and assigned readings. Five points will be awarded for each of 10 activities. Points will be awarded only for students in class on day of activity. (50 points; 5 points each for 10 activities).
2. Out-of-class activities. Out-of-class activities will provide application of effective practices. Students will complete two assignments; a description of assignments and due dates will be provided in class (20 points, 10 points each for 2 assignments).
3. Exams. Two exams will be completed during class. They will consist of multiple choice and short answer items. (100 points; 50 points each).
4. Positive Behavior Plan. Given a case study, students will develop an individual intervention including a data collection procedure. Guidelines will be distributed in class (30 points)
5. Lesson Plan Critiques. Given two sample lesson plans, students will review and revise plans to reflect best practices in teaching academic and social skills. (50 points; 25 points for each plan)

V. GRADING SCALE

The letter grade breakdown is as follows:

LETTER GRADE	PERCENTAGE RANGE
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	Less than 60%

VI. ATTENDANCE POLICY

The University currently upholds an attendance policy. You may miss two classes without repercussion. However, 20 points will be deducted from your overall total points for each additional class that is missed. Exceptions are made for religious holidays, medical emergencies, or family emergencies. Please contact the instructor if you are unable to come to class.

VII. REQUIRED TEXTBOOK

Bos, C. S., & Vaughn, S. (2012). *Strategies for teaching students with learning and behavior problems, 8th ed.* Boston, MA: Pearson.

VIII. SPECIAL RESOURCES

None required.

IV. BIBLIOGRAPHY

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2. COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A1 Rationale

The proposed course is part of the special education content in the Early Childhood with Special Education (ECSP) program. The new course is designed for sophomores majoring in ECSP. The proposed course will focus on children with academic and social learning problems providing a more in depth understanding of the characteristics and learning needs of students with learning and behavior problems.

A2 Other program courses

The proposed course requires changes in the ECSP program. Because the proposed course will be offered during semester 3, the program sequence will be changed. Proposals for the associated changes in the program have been submitted.

A3 Special topics

This course has never been offered.

A4 Dual-level course

This course is not intended to be dual-level.

A5 Variable credit

This course may not be taken for variable credit.

A6 Comparisons

Similar courses are offered at the following institutions: California University, Clarion University, Kutztown University, Lock Haven University, Mansfield University, and Shippensburg University. For example, Clarion University offers the following course:

SPED 443: Prevention and Treatment of Academic and Learning Problems

This course will review the practice of prevention and intervention in dealing with students who are academically deficient, including, response-to-intervention, scientifically based instruction, and the teacher, learner, curriculum interface.

A7 Standards

Standards must be met in the design and implementation of programs that prepare professionals who provide education for early-childhood students and students with disabilities. The National Association for Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC) have established competency lists of knowledge and skills that every beginning special education teacher must demonstrate. The NAEYC standards and the CEC Common Core Knowledge and Skills list has been aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards as well as the National Council for Accreditation in Teacher Education (NCATE). The assessment matrix provided in the course syllabus matches course objective to specific standards as well as indicating the key assessment for each standard.

Section B: Interdisciplinary ImplicationsB1 Teaching plan

This course will be taught by one instructor as a lecture-based course.

B2 Courses in other departments

There are no courses taught by other departments that would conflict with this course.

B3 Course listing

The course will not be cross-listed with other departments.

Section C: ImplementationC1 Faculty resources

No new faculty member is required to teach this course.

C2 Other resources

None required.

C3 Grant support

None provided.

C4 Schedule

We plan to offer this course every fall and spring semester.

C5 Sections

We plan to schedule two sections per semester in the fall and spring.

C6 Course enrollment

We plan to enroll 30 students per section.

C7 Enrollment limits

There are no limits for this class.

C8 Distance education

This will course will not involve the use of distance education.

Section D: Miscellaneous

None