

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-28e	Apr 4/5/05	Apr 4/26/05

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit <b>Department of Special Education &amp; Clinical Services Education of Exceptional Persons Program</b>	Phone <b>X72450</b>

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

*Current program name*                      *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	<i>2-14-05</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>2-14-05</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>3-2-05</i>
College Dean	<i>[Signature]</i>	<i>3-2-05</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schust</i>	<i>4-5-05</i>

\* where applicable

MAR - 2 2005

## **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, a dual major in Disability Services or a minor in EDEX.

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:

- A. knowledge and understanding of definitions, terminology, and the identification process \ (Chapter 354: IA, IE; CEC: Standard 1 & 3);**
- B. 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 (Chapter 354: IB, IC; CEC: Standard 2);**
- C. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, PL 99-457, PL 101-476, Section 504, and the Americans with Disabilities Act (Chapter 354: IA, IH; CEC: Standard 1 & 4);**
- D. the ability to examine and analyze research and theoretical orientations regarding etiologies and interventions (Chapter 354: ID, IE; CEC: Standard 2 & 3);**
- E. knowledge and understanding of current issues and trends, including the Mental Health and Special Education Coalition and current legislative proposals (Chapter 354: II E; CEC: Standard 6 & 7);**
- F. knowledge and understanding of relevance of multicultural and linguistic diversity in identification and service delivery (Chapter 354: IE; CEC: Standard 3);**
- G. student ability to select appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models (Chapter 354: I.I, IIB, II D; CEC: Standard 4, 5 & 7);**
- H. the ability to demonstrate how to use a variety of intervention approaches, including behavioral, psycho-educational, and crisis interventions (Chapter 354: IJ, II B, II C, II D, II E; CEC: Standard 4, 5 & 7);**

- I. the ability to design individual and classroom behavior management plans (**Chapter 354: II B, II C, II D, II E, II F; CEC: Standard 4, 5, 6 & 7**);
- J. knowledge, understanding of, and skill in collaborative consultation with professionals and parents (**Chapter 354: I.I, II A, II G, III A, III C, III D, III E; CEC: Standard 4, 6, 7, 9 & 10**);
- K. knowledge and skill in using computer software, alternate programming, and current technology (**Chapter 354: IJ; CEC: Standard 4**);
- L. skill in applying formal and informal assessment data to guide instructional decision-making (**Chapter 354: IF, IG, II A; CEC: Standard 1, 8 & 9**).

<b>Discipline Specific Standard/ Program Objective</b>	<b>Course Objective and Performance Indicator</b>	<b>Course Assessment Measuring Objective</b>
1. Foundation	Identification process Federal/state legislation	<b>In-Service Presentation</b> Exam 1
2. Development & Characteristics	Characteristics of ED students	<b>In-Service Presentation</b> Exam 1
3. Learning Differences	Etiologies	<b>In-Service Presentation</b> Exam 1
4. Instructional Strategies	Appropriate educational programming Variety of intervention approaches	<b>In-Service Presentation</b> Behavior management plan Self-monitoring plan Exam 1
5. Environmental & Social Interaction	Classroom behavior management plans Classroom environment	<b>In-Service Presentation</b> Exam 1
6. Communication	Collaboration with professionals and parents	Role-plays Exam 2
7. Instructional Planning	Trends in service delivery Current technology Multicultural diversity	<b>In-Service Presentation</b> Behavior management plan Exam 2
8. Assessment	Current technology Formal and informal assessment Multicultural diversity	<b>In-Service Presentation</b> CBM Activity Behavior Rating Scale activity Exam 2
9. Ethics	Collaboration with professionals and parents	<b>In-Service Presentation</b>
10. Collaboration	Collaboration with professionals and parents	<b>In-Service Presentation</b> Role-plays Exam 2

### 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 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.

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:

Specific responsibilities will be listed in an individual contract and will include the following:

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 for students with ED. Students will complete 4 assignments; a description of assignments and due dates will be provided in class (60 points, 15 points each for 4 activities).
3. **Exams.** Two exams will be completed during class. They will consist of multiple choice and short answer items. (70 points each,).
4. **In-service presentation.** Using information from the web, design a 30-min in-service as part of a small group. Topics and guidelines will be distributed in class. A draft of the materials is due in advance. (50 points; 15 for draft and 35 points for presentation)

#### ADDITIONAL REQUIREMENT FOR GRADUATE STUDENTS:

5. **Topical paper.** Students will select write a paper on the topic they are covering in their in-service presentation. The paper should include a review of research on effective practices for students with emotional or behavior disorders in that area. APA style must be used. A draft of the paper is due in advance. (50 points; 25 points for draft; 25 points for final paper)
6. **Internship.** Graduate students are expected to spend a total of 20 hours of observation/participation in educational settings serving children with emotional or behavioral

disorders (e.g., special school, emotional support classroom). The field experience must be completed before the end of the course. Students will provide a written report of their experiences according to instructor guidelines (50 points). All requests for placements are to be made through the instructor and the Student Teaching Office.

#### VI. Evaluation:

A maximum of 300 points will be awarded with a grade of A for 270-300 points, B for 240-269 points, C for 210-239 points, and D for 180-209 points. Graduate students can earn a maximum of 400 points; 360-400 points for an A, 320-359 points for a B, and 280-319 points for a C. No D grades are recognized in IUP graduate work.

#### Vii. EVALUATION METHODS

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

Ugrad.	Graduate		Undergraduate	Graduate
A = 270-300	A = 360-400	Exams	140	140
B = 240-269	B = 320-359	Class Activities	50	50
C = 210-239	C = 280-319	In-service Presentation	50	50
D = 180-209	*	Out of Class Activities	60	60
F = 59% or below		Literature Review		50
		Field Experience		50

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

#### Viii. REQUIRED TEXTS

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

#### IX. BIBLIOGRAPHY

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

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

Cullinan, D. (2002). *Students with emotional and behavioral disorders: An introduction to teachers and other helping professionals*. Englewood Cliffs, NJ; Prentice Hall.

Newcomer, P. (2002). *Understanding and teaching emotionally disturbed children and adolescents*. (3<sup>rd</sup> ed). Pro-ed.

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

## **2. Summary of Proposed Changes**

The prerequisites for this course are being changed. Current prerequisites are: Successful completion of Step I of the Three Step Process. The new prerequisites would be: Successful completion of Step I of The Three Step Process, a dual major in Disability Services, or a Minor in EDEX. 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. There would be no change in the prerequisites for the graduate version of this course EDEX 516.

Course objectives have been modified to come into alignment with PDE & CEC standards. The PDE and CEC standards corresponding with course objectives have been parenthetically added to each objective along with the inclusion of a standards matrix.

## **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 teacher education 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.

Third, adding the statements, a dual major in Disability Services, or a Minor in EDEX, will allow all Sociology students selecting the dual major or minor option of their new curriculum as well as all students from other Colleges selecting the EDEX minor to also gain admission to the course.

#### **4. Old Syllabus of Record**

##### **I. CATALOG DESCRIPTION**

**EX 416/516 EDUCATION OF PERSONS WITH EMOTIONAL OR BEHAVIORAL DISORDERS**  
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
4. Biasing factors, including concerns regarding students from multi-culturally and linguistically diverse backgrounds

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
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## 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. 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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- Camp, B. W., & Bash, M. A. (1981). Think aloud. Increasing social and cognitive skills: A problem solving program for children. Champaign, IL: Research Press.
- Carter, R. (1972). Help! These kids are driving me crazy. Champaign, IL: Research Press.
- Cisek, J., & George, A. (1981). Life skills. Oak Brook, IL: Life Skills Training Associates, Inc.
- Epanchin, B., & Paul, J. L. (1991). Educating emotionally disturbed children and youth: Theories and practices for teachers. New York: Merrill.
- Fagen, S. A., Long, N. J., & Stevens, D. J. (1975). Teaching children self-control: Preventing emotional and learning problems in the elementary school. Columbus, OH: Merrill.
- Fluegelman, A. (1981). More new games! New York: Dolphin/Doubleday.
- Forness, S. R. (1989). Statement of The National Mental Health and Special Education Coalition to Senate Subcommittee on the Handicapped. Committee Report.
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- Goldberg, J., & Hymowitz, E. (1985). Mental health activities in the classroom: A handbook. Los Angeles: Western Psychological Services.
- Haring, N. (Ed.). (1987). Measuring and managing behavior disorders. Seattle: University of Washington Press.
- Kerr, M. M., & Nelson, C. M. (1989). Strategies for managing behavior problems in the classroom (2nd ed.). Columbus, OH: Merrill.
- Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). At the schoolhouse door: An examination of programs and policies for children with emotional and behavioral problems. New York: Bank Street College of Education.