

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 11-1706
LSC Action-Date:	UWUCC Action-Date: App-4/24/12 Senate Action Date: App-5/10/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Special Education	Phone 357-5679

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: **EDEX 278:Identifying & Understanding Children with Significant Adaptive**

Proposed course prefix, number and full title, if changing: **Behavior & Learning Needs from Birth through Adolescence.**

2. Liberal Studies Course Designations, as appropriate
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)
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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>Bryan Kunkin</i>	3/26/2012
Department Chairperson(s)	<i>Bryan Kunkin</i>	3/26/2012
College Curriculum Committee Chair	<i>Edell Reilly TECC</i>	3/19/12
College Dean	<i>AK</i>	4/20/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>TECC ABOVE</i>	
UWUCC Co-Chairs	<i>Gail Schmitt</i>	4/24/12

Received

APR 23 2012

Liberal Studies

Syllabus of Record

I. CATALOG DESCRIPTION:

EDEX 278: Identifying and Understanding Children with Significant Adaptive Behavior and Learning Needs from Birth through Adolescence.

**3 class hours
0 lab hours
3 credits
(3c-0l-3cr)**

Prerequisites: ECSP Majors only, EDEX 110

Focus on major theoretical principles and basic knowledge regarding the nature and characteristics of children with significant adaptive behavior and learning needs. Presents practical information and explores the positive potential of children with significant needs. Introduces the legal foundation and federal regulations of IDEA that guide assessment and instructional planning to include the Individual Family Service Plan (IFSP) and the Individual Education Program (IEP). Examines information that is critical and generic to instruction in all domains and content areas.

II. COURSE OBJECTIVES:

The students will be able to:

1. Demonstrate knowledge and understanding of definitions, terminology, and the identification process:
INTASC: 1; CEC: Standard 1
2. Examine and analyze the learning potential of children with significant adaptive behavior and learning needs:
INTASC: 2; CEC: Standard 2 ; NAEYC : Standard 1
3. Demonstrate knowledge and understanding of characteristics of children and adolescents with significant learning needs (grades Pre K – 8): educational and emotional needs and the motivational and learning characteristics: **INTASC: 2 & 3; CEC: Standards 2 & 3; NAEYC: Standard 1**
4. Examine and analyze research and theoretical orientations regarding etiologies, pedagogy and specially designed instruction: **INTASC: 2 & 3; CEC: Standards 2 & 3**
5. Identify and examine educational policies, programs, practices, and services for children from birth through grade 8 including PL 94-142, PL 99-457, PL 101-476, Section 504, and the Americans with Disabilities Act: **INTASC: 1 ; CEC: Standard 1 ; NAEYC : Standard 6**
6. Identify and apply information that is critical and generic to instruction in all areas when planning curriculum, instruction and in the development of the IFSP or IEP: **INTASC: 7; CEC: Standard 7; NAEYC : Standard 4**
7. Analyze current issues and trends as it relates to: LRE, specially designed and standards/anchors based instruction: **INTASC: 1; CEC: Standard 1; NAEYC : Standard 6**
- 8.. Demonstrate knowledge, understanding of, and skill in collaborative consultation with professionals and parents : **INTASC: 9 & 10; CEC: Standards 9 & 10 ; NAEYC : Standard 2**

ASSESSMENT MATRIX

Course Objective	INTASC Standards	Discipline Specific Standards/ CEC/NAEYC	Danielson's Framework	Course Assessment Measuring Objective
1. Demonstrate knowledge and understanding of definitions, terminology, and the identification process	INTASC: 1	CEC: 1	Planning and Preparation	Web Site Review Mock IEP Development
2. Examine and analyze the learning potential of children with significant adaptive behavior and learning needs	INTASC: 2	CEC: 2 NAEYC: 1	Planning and Preparation	Mock IEP Development Web Site Review
3. Demonstrate knowledge and understanding of characteristics of children and adolescents with significant learning needs (grades Pre K – 8): educational and emotional needs and the motivational and learning characteristics	INTASC: 2 & 3	CEC: 2 & 3 NAEYC: 1	Planning and Preparation	Mock IEP Development Web Site Review
4. Examine and analyze research and theoretical orientations regarding etiologies, pedagogy and specially designed instruction	INTASC: 2 & 3	CEC: 2 & 3	Planning and Preparation	Mock IEP Development Web Site Review
5. Identify and examine educational policies, programs, practices, and services for children from birth through grade 8 including PL 94-142, PL 99-457, PL 101-476, Section 504, and the Americans with Disabilities Act	INTASC: 1	CEC: 1 NAEYC: 6	Planning and Preparation Professional responsibilities	Mock IEP Development Web Site Review IFSP/IEP Comparison Chart
6. Identify and apply information that is critical and generic to instruction in all areas when planning curriculum, instruction and in the development of the IFSP or IEP	INTASC: 7	CEC: 7 NAEYC: 4	Planning and Preparation Instruction	Mock IEP Development Web Site Review Task Analysis
7. Analyze current issues and trends as it relates to: LRE, specially designed and standards/anchors based instruction	INTASC: 1	CEC: 1 NAEYC: 6	Planning and Preparation Instruction	Mock IEP Development Web Site Review
8. Demonstrate knowledge, understanding of, and skill in collaborative consultation with professionals and Parents	INTASC: 9 & 10	CEC: 9 & 10 NAEYC: 2	Professional Responsibilities	Mock IEP Development IFSP/IEP chart Family Systems Chart

KARS- Mock IEP Development

III. COURSE OUTLINE

Module 1: Initial Considerations

(9 hours)

(Westling - Chapters 1, 2, 3 and 4)

- Students with significant learning and behavioral needs: definitions, description, characteristics and potential
 - Intellectual disability categories and syndromes
 - Characteristics: learning, personal-social and physical
 - Potential for success: language and communication skills, social skills; domestic and daily living skills; Leisure and recreation skills; Community skills; pre-vocational skills
- Philosophy and best practices
 - Philosophy of services
 - Contemporary best practices: Inclusion and functional instruction; standards aligned curriculum
 - The bases of Best Practices: social values; legal mandates; empirical research
 - Defining special education
- Collaboration among professionals and para-educators
- Parents, Families, and Cultural Issues
 - Family- based Early Childhood Services
 - Promoting family involvement
 - Providing supports to parents
 - The role of teachers when collaborating with Parents
 - Promoting culturally Competent Instruction

Module 2: Planning and Assessment

(12 hours)

(Gargiulo Chapters 3, 4, 5; Westling Chapters 5, 6, 20)

Part 1 Goals of Early Childhood Special Education

- Family centered approach – IFSP development
- Interagency Collaboration and Teaming
- Assessment and Planning for young children
 - Assessment in Early Intervention
 - Instructional Programs: DAP; Naturalistic; Activity based
 - Inclusion
- Curriculum for young children
- Transition Issues
 - Preparation for transition
 - From Early Intervention to preschool
 - Transition to Kindergarten
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Part 2 School aged children

- Planning
 - Planning and Quality of life
 - IEP
 - Transition planning
 - Person-centered planning
- Assessment
 - Approaches to assessment

- Collecting information from existing records and standardized tests (ER and/or RR)
- Parent interviews
- Using adaptive behavior scales
- Using curriculum activity guides
- Ecological Inventories

Module 3: General Instructional Procedures
(Gargiulo Chapters 7; Westling Chapters 7, 8, 11)

(15 hours)

- Designing learning environments for young children
- Teaching students to acquire new skills
 - Elements of effective instruction
 - Types of objective
 - Function over form
 - Partial participation
 - General teaching practices
 - Instructional tactics
 - Instructional prompts
 - Applying prompts during skill acquisition
 - Modifying stimulus
 - Use of natural cues
 - Reinforcing correct responses
 - Delivery of reinforcement
 - Correcting errors
 - Writing an instructional program
- Teaching skills for generalization and maintenance
 - Importance of generalization and maintenance
 - Strategies for generalization
 - Arranging consequences
 - Arranging antecedents
 - Using peers to improve generalizations
 - Applying generalization strategies
 - Using self-Instruction
 - Teaching skill maintenance
 - Skill over-learning
 - Distributed practice
 - Intermittent reinforcement
 - Building on learned skills
 - Using maintenance schedule
 - Teaching with multiple exemplars and environments
 - Instructional programs for – generalization to promote maintenance
- Monitoring and evaluating Student progress and outcomes
 - Continuous Direct assessment
 - Defining behavior
 - Observing behavior
 - Data collection during: baseline, instruction, probe sessions, generalization
 - Graphing
 - Interpreting graphs
 - Portfolio assessment
- Behavioral Support to improve challenging behavior
 - Defining behavior
 - Stereotypic; self-injurious; aggressive; inappropriate social behaviors

- A functional approach
- Conducting a functional assessment
- Behavior support plan

Module 4: Creating Inclusive Educational Environments
(Gargiulo Chapter 8; Westling Chapter 9, 10)

(6 hours)

- Adapting the learning environment for young children
- Strategies for teaching young children
- Importance of inclusion –school age
 - Rationale and legal mandates
 - Benefits
 - Inclusive educational model
 - Facilitating school acceptance
 - Making inclusion work
 - Collaborative teaming
 - Meaningful instructional arrangements
 - Role of special educator

Final Exam/Culminating Experience

(2 hours)

IV. EVALUATION METHODS

ASSIGNMENTS:

Family Systems Chart (50 points)

Research the Family Systems Theory. Make a visual chart detailing family systems theory and provide an example for each element.

IFSP/IEP Comparison Chart (100 Points)

Construct a comparison chart that highlights the similarities and differences between the IFSP and IEP. Consider the following: Part of IDEA associated with each; age of student; federal requirements; components of the document; focus of the plan; implementation of the plan

Research Review and Presentation (100 Points)

Students will be assigned one disability topic to be addressed through a research review and presentation. The review of research assignment will involve a presentation, worth one hundred (100) points that, should reflect a review of a minimum of three (3) recent (within the last five years) websites and/or journals. Each source should be critiqued (positively or negatively) by you.

Topics for the literature and web site review presentation must be taken from the following list and approved by the instructor.

1. Fragile X
2. Fetal Alcohol Syndrome
3. Cornelia de Lange Syndrome
4. Autism Spectrum Disorders
5. Prader-Willi Syndrome
6. Tourette Syndrome
7. Angelman Syndrome
8. Metabolic Disorders
9. Down Syndrome

10. Autosomal Recessive Disorders
11. Autosomal Dominant Disorders
12. Spina Bifida

Presentations should be professionally prepared and must contain the following components:

1. Incidence rates
2. Etiology of the disability
3. Functional characteristics
4. Language/communication concerns
5. Programmatic Issues/Educational concerns
6. Transition to/Prognosis for adulthood
7. Key vocabulary

Task Analysis (50 points)

Using a task analysis technique, create a visual for the classroom that would teach a skill.

Examples might include one of the following or a skill of your choice:

- a. Tying a shoelace for a six-year-old child
- b. Participating during snack time for a three-year-old child
- c. Washing hands for a two-year-old child

IEP (100 points)

Using a case study, students will collaboratively create a Mock IEP. It will be due on the last day of class and must be typed using an appropriate electronic IEP software format (a template will be provided).

Written assignments will be evaluated and graded using the following criteria:

- a. Sentence structures - complete and grammatically correct;
- b. Word usage - appropriate form, tense, and person;
- c. Punctuation and spelling - correct usage and spelling;
- d. Terminology - appropriate use of professional terms; and
- e. Overall organization and content of the written product.

The IEP will be presented during finals week to your classmates

REQUIREMENTS:

1. Complete course readings.
2. Participate in class discussion and activities.
3. Complete course exams and/or assignments.

V. GRADES:

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

Family Systems Chart	50 points
IFSP/IEP Comparison Chart	100 points
Mock IEP	100 points
Task Analysis	50 points
<u>Research/Website Review</u>	<u>100 points</u>
TOTAL POINTS	400 points

A = 93 - 100%	372 - 400
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B = 85 - 92%	340 - 371
C = 77 - 84%	308 - 339
D = 76 - 69%*	276 - 307
F = below 69%	275 & Below

VI; ATTENDANCE POLICY:

Students are expected and required to attend all classes. However, in keeping with University policy on attendance, students should *refer to the attendance policy outlined in the Undergraduate Catalog*

VII. REQUIRED TEXT

Gargiulo, R. & Kilgo, J. L. (2010). *An introduction to young children with special needs: Birth through age eight* (3rd Ed.). Cengage

Westling, D. L. & Fox, L. (2009). *Teaching Students with Severe Disabilities* (4th Ed.). Upper Saddle River, NJ: Merrill.

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. BIBLIOGRAPHY

Batshaw, M. (2002). *Children with disabilities* (5th ed). Baltimore, MD; Paul H. Brooks

Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). *Mental retardation: An introduction to intellectual disabilities* (7th ed). Columbus, Ohio: Pearson, Merrill, Prentice Hall.

Bigge, J., Best, S. & Heller, K (2001). *Teaching individuals with physical, health, or multiple Disabilities* (4th ed). Columbus, Ohio: Merrill.

Bowe, F. (2000). *Physical, sensory, and health disabilities: An introduction*. Columbus, Ohio: Merrill.

Crane, L. (2002). *Mental retardation: A community integration approach*. Wadsworth.

Graziano, A. (2002). *Developmental Disabilities: Introduction to a diverse field*. Boston MA; Alllyn and Bacon.

Hill, J. (1999). *Meeting the needs of students with special physical and health care needs*. Columbus, Ohio: Merrill.

Porter, S., Haynie, M., Bierle, T., Caldwell, T. & Palfrey, J. (1997). *Children and youth assisted by medical technology in educational settings: Guidelines for care* (2nd ed). Baltimore, MD; Paul H. Brooks.

Snell, M. E. & Brown, F. (2011). *Instruction of students with severe disabilities* (7th ed). Upper Saddle River, NJ: Pearson .

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 meet the curricular needs of students enrolled in the dual certification Early Childhood Special Education Program (ECSP). This course will replace EDEX 478: Education of Persons with Mental Retardation/Developmental Disabilities & Physical/Multiple Disabilities. The course content has significant enough changes that a new course is more appropriate than a course revision. In addition, EDEX 478 must remain as an active course for students pursuing an add-on 7-12 secondary special education certification and for minors in special education.

The rationale for this change is the need to focus on the identification and characteristics unique to very young children with significant disabilities from birth through adolescents as well as the service delivery systems for this population.

In addition, it has become apparent that students in the Early Childhood Special Education Program need this course earlier in their program to prepare them for the pre-practicum experiences. Therefore, this course was re-designed as a 200 level course with a focus on the needs of young children with significant special needs.

- 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.

Yes, a program revision is needed to have the EDEX 278 course replace the existing EDEX 478 course

- 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).

No, this course has never been offered

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

No, this course will not be a dual-level course

- 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 will not be offered for variable credit

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Clarion University: SPED 129: low incidence exceptionalities: This course provides an introduction to the prevalence, incidence, etiology, development, and characteristics of individuals with low incidence exceptionalities, including vision and hearing disabilities, physical disabilities, autism, moderate to profound retardation, deafblind, and multiple disabilities.

Millersville: SPED 321: Serving Individuals with Severe & Multiple Disabilities in Inclusive Settings (W)

This course prepares teacher candidates to effectively teach students with severe and multiple disabilities within an inclusive educational system. By incorporating theory with aspects for identification, specialized support services, instruction and relevant special education law, teacher

Edinboro: SPED340 EDUCATING INDIVIDUALS WITH LOW INCIDENCE DISABILITIES

This course focuses on low-incidence disabilities that include individuals with physical disabilities, health impairments, developmental disabilities, pervasive development disorder, traumatic brain injury, and multiple disabilities. Topics include conditions, characteristics, etiologies, assessment, instructional practices, functional curricula and materials, communication, inter-professional collaboration and professional practice.

- 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.

In order to obtain certification in Special Education from the Pennsylvania Department of Education, teacher education program must provide course work that demonstrates the following:

Special Education Domain

Evidence-based Instruction & Approaches for Different Disability Populations

(evidenced based effective instruction–high incidence disabilities, evidenced based effective instruction–low incidence disabilities, evidenced based effective instruction–pervasive developmental disorders, evidenced based effective instruction – students with behavior disabilities, evidence based approaches for students with social and emotional disabilities, effective instructional practices and delivery methods for all levels of special education)

Accommodations and Access to General Curriculum (technology: instructional, assistive, universal design to support reading, mathematics and writing; subject area content access for students with learning disabilities; intensive reading, writing and mathematics intervention approaches)

Special Education Processes

special education processes and procedures [Pre K-4], screening, assessment, IEP development and evaluation, and secondary transition processes and procedures [7-12])

Pennsylvania Department of Education. Special Education Pre-K-8 & 7-12 Program Specific Guidelines, 2009

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.

No, this course will be taught by special education faculty only

- 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).

There are no relationships of this content to other courses taught in other departments.

- 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.

No, this course will not be 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.

The current faculty resources in the Special Education Department are adequate to cover this course.

- 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? Reply in terms of the following:

No additional resources will be needed to teach this course. The current classrooms are adequate. No laboratory supplies, equipment, consumable goods, library materials or travel funds are needed.

- 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.)

No resources for this course are funded by a grant

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered in the spring semester

- C5 How many sections of this course do you anticipate offering in any single semester?

Four sections of this course will be offered in 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?

30-35 students per section – There are between 120-130 Early Childhood Special Education students who will need the course each spring semester

- 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, there are no enrollment limits set by a professional society

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.

No, this course will not be offered as a distance education course

Section D: Miscellaneous

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

There is no additional information.