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 See <http://www.uaf.edu/uafgov/faculty/cd>

**CHANGE COURSE FORM - PROPOSAL FOR COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Special Education	College/School	SCHOOL OF EDUCATION
Prepared by	Joannie Healy	Phone	747-1551 474-1557
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**1. COURSE IDENTIFICATION:**

Interp.  DISC  Course #  41500  Minor/Credits

COURSE TITLE  Early Childhood Special Education

**2. ACTION DESIRED:**

Change Course  If Change, indicate  Stop  M  W

NUMBER	TITLE	DESCRIPTION
PREQUISITES		FREQUENCY OF OFFERING
CROSS-LISTED	Dept.	(requires approval of your departments and departments and does not need at end of form for such signatures.)
STACKED	Dept.	Course #
LINK (please specify)		

**3. COURSE FORMAT**

NOTE: Course may not be compressed into fewer than six weeks per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum committee. Furthermore, any core course compressed into less than six weeks must be approved by the core review committee.

COURSE FORMAT (check all that apply)

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field, etc.)

**4. COURSE CLASSIFICATION:** Undergraduate courses only. Use appropriate classification from page 18 of the manual. If justification is needed, attach on separate sheet.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,  W = Writing Intensive,

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. CURRENT COURSE DESCRIPTIONS AND APPROPRIATE CHANGES (Include department, number, title and credits)

EDSE F605 Early Childhood Special Education

3 Credits

Offered Fall and Summer As Demand warrants

Survey of philosophical, legal, and programmatic foundations of early childhood special education, characteristics of young children with disabilities; strategies to support young children with disabilities in inclusive settings; development, implementation and evaluation of Individual Family Services Program (IFSP) plans in culturally diverse settings. Field experience required. Prerequisites: (J+U)

7. COMPLETE CATALOG DESCRIPTIONS WILL APPEAR WITH THESE CHANGES. (Indicate in bold through old wording and use complete catalog file including department, title, credits and cross listed and stacked.) PLEASE SUBMIT NEW FOR COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in content required work and evaluation for students at different levels.

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8. IS THIS COURSE CURRENTLY CROSS LISTED WITH

YES/NO  No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER

PASS/FAIL

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SERVICES, FACILITY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ljensen@alaska.edu; 474-6655) with regard to the adequacy of library/department collections? If not, explain why not.

No

Yes

Library has over 400 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. IMPACTS ON PROGRAMS/DEPTS.

What programs or departments will be affected by this proposed action? Include information on the programs/departments contacted (e.g., email, phone).

None

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

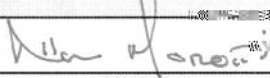
This will have a positive impact on the Special Education program by providing more area of interest, career education placements for students. Students will be aware of the different components of the program.

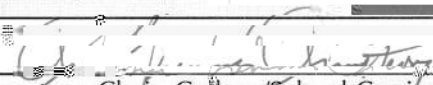
**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of this department and campus curriculum committee is to ensure that the quality of UAF education is not lowered as a result of the proposed change. Please address items in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing or decreasing the amount of fieldwork required in the class? If you are increasing it is because the material covered in the class is changing to a higher level of effort and/or performance required on part of students earning the course. If you are decreasing it is because the course is changing to a lower level of effort and/or performance required on part of students earning the course. Explain what has been done to ensure that the quality of the course is not compromised as a result.

Catalog needs to reflect the amount of fieldwork required for the course.

**APPROVALS:**

 Date 6-21-12  
Signature, Chair, Program/Department of:

 Date 4-07-2010  
Signature, Chair, College/School of:

 Date 6/21/12  
Signature, Dean, College/School of:

\_\_\_\_\_  
Date \_\_\_\_\_  
Signature of Provost (if applicable):

Offerings above \_\_\_\_\_

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

\_\_\_\_\_  
Date \_\_\_\_\_  
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

**ADDITIONAL SIGNATURES (As needed for cross-lists)**

\_\_\_\_\_  
Date \_\_\_\_\_  
Signature, Chair, Program/Department of:

\_\_\_\_\_  
Date \_\_\_\_\_  
Signature, Chair, College/School of:

\_\_\_\_\_  
Date \_\_\_\_\_  
Signature, Dean, College/School of:

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**Dunlap, L.L (2009) *Introduction to early childhood special education: Birth to age five.*  
Upper Saddle River, NJ: Merrill ISBN-10: 0205600492**

**Wallis, V. (2002). *Raising ourselves. A Gwitch'in coming of  
age story from the Yukon River.* Kenmore, WA: Epicenter**

[Alaska Federation of Natives](#)  
[Alaska Inter-Tribal Council](#)  
[Alaska Native Heritage Center](#)  
[Alaska Native Knowledge Network](#)  
[Justice Center Website](#)

List of Professional Organizations

[Council for Exceptional Children \(CEC\)](#)  
[American Psychological Association \(APA\)](#)  
[Learning Disabilities Association of America \(LDAA\)](#)  
[American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)  
[The Association for the Severely Handicapped \(TASH\)](#)  
[International Reading Association \(IRA\)](#)  
[Disability Law Center - Alaska](#)  
[Special Education Service Agency \(SESA\)](#)  
[National Down Syndrome Society](#)  
[American Speech-Language-Hearing Association \(ASHA\)](#)

**I. COURSE DESCRIPTION**

Survey of the philosophical, legal, and programmatic foundations of early childhood special education; characteristics of young children with disabilities; strat/TT Down Syf support25 -1.1tE 12 0 0 12 1 7

## **II. COURSE GOALS/STUDENT OUTCOMES**

At the conclusion of this course, candidates will

Goal: Early childhood Special Education Foundation

Outcomes:

1. Develop an understanding of the historical foundations of services for young children with and without exceptional learning needs. (CCK18)
2. Develop an understanding of the historical foundations of services for young children with and without exceptional learning needs. (CCK18)

Goal: Genetic and Environmental Factors

Outcomes:

1. Develop an understanding of the effects of biological factors in development (EC2K2)
2. Develop an understanding of the effects of environmental factors in development (EC2K2)

Goal: Intervention

Outcomes:

1. Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.(ECS1).
2. Use instructional practices based on knowledge of the child, family, community and the curriculum/(EC4S1)

Goal: Individualized Family Service Plans

Outcomes:

1. Design, implement and evaluate an individualized family service plan. (EC8S2)
2. Understand effective communication with families of individuals with exceptional learning needs from diverse backgrounds. (CC10S10).

## **III. Course Assignments**

The focus of this course is to provide a foundation and forum for discussion for early childhood developmental issues, with particular emphasis on cultural beliefs and systems of knowing that inform practice in public schools. There will be a variety of assignments that are designed to encourage discussion. The texts and articles that are posted on the Blackboard will be integrated into the discussion. The assumption is that you will read the texts and

## Description of Assignments

1. **Jigsaw:** This is a fast paced course with lots of reading. In order to maximize and facilitate the process, I will assign you to a group. Each group will be responsible for reading and summarizing specific chapters from the texts. I will post a discussion board link for each group that is accessible only to members of the group and to me. You may use that for online discussions. The job of each group is to not only summarize what the chapters covered, but to discuss the applications and implications of the topic. The groups will be assigned during the first class.
2. **Response Papers:** There will be a variety of “experiences” listed in the syllabus where you will be asked to post a response. A response is meant to be a reflective reaction to the topic. You will not be evaluated by whether I agree with your comments, but by the quality of the discussion. Some of the responses will involve summarizing observations, thoughts on the issues raised by speakers, and topics that are discussed in class. The responses will be listed in the syllabus and on the Task menu on blackboard.
- 3.

- e. Develop an IFSP/IEP for this child. ( I will provide a sample but you may also use forms used by your district).

### **INDIVIDUALIZED FAMILY SERVICE PLAN**

In the case of a child with a disability who is age three through five, an individualized family service plan (IFSP) may serve as the IEP for the child if using that plan as the IEP is agreed to by the District and at least one of the child's parents. If use of an IFSP is being considered, the District must provide the child's parents a detailed explanation of the differences between an IFSP and an IEP. If either parent chooses an IFSP, the District must obtain written, informed consent of that parent.

#### **The IFSP shall be in writing and contain:**

1. A statement of the infant's or toddler's present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development, based on objective criteria;
2. With the agreement of the family, a statement of the family's resources, priorities, and concerns relating to enhancing the development of the family's infant or toddler with a disability;
3. A statement of the major outcomes expected to be achieved for the infant or toddler and the family, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary;
4. A statement of specific early intervention services necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services;
5. A statement of the natural environments in which early intervention services shall appropriately be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment;
6. The projected dates for initiation of services and the anticipated duration of the services;
7. The identification of the service coordinator from the profession most immediately relevant to the infant's or toddler's or family's needs (or who is otherwise qualified to carry out all applicable responsibilities) who will be responsible for the implementation of the plan and coordination with other agencies and persons; and
8. The steps to be taken to support the transition of the toddler with a disability to preschool or other appropriate services.



The individualized family service plan must be evaluated at least annually and the family must be provided a review of the plan at six-month intervals (or more often where appropriate based on the child's and the family needs).

### **Subject Selection Options:**

Option 1: If you have access to a child who has been identified as having a disability or developmental delay, observe the child, in a natural setting, and if possible interview parents and caregivers.

Option 2: If you do not have access to a young child, but do have access to an older child, perhaps the subject of the Transition plan, use existing family issues/dynamics to develop a theoretical IFSP/IEP. You can base your plan on what parents tell you or on what you think might have been appropriate interventions when this individual was an infant or young child.

Option 3: If you do not have access to “real” children, view one of the following movies, “*My Left Foot*” with Daniel Day Lewis, or “*What’s Eating Gilbert Grape*” with Leonardo DiCaprio and Johnny Depp. Both of these films present issues related to families and children with Disabilities.

Option 4: Use “Elaine’s Story” which is the life story of a boy with Spina Bifida told from the mother’s perspective.



#### **IV. INSTRUCTIONAL METHODS**

This course will be taught using a variety of teaching methods including audio conferences, interactive lectures, small group collaborative projects, guest speakers, internet research, reading assignments, student presentations, classroom observation and participation.

#### **Technology Focus of EDSE 605**

Understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

#### **V. COURSE AND UNIVERSITY POLICIES**

##### **Attendance and Class Participation**

Students are expected to attend

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of

## **VI. Course Outline**

**Note: class schedule may change due to guest speaker availability.**

### **Week One**

This week will be an introduction to the history and legal foundations of the field relating to early childhood. I will be giving an overview of the course and how it relates to the transition course, as well as the rationale for the lifespan approach. This will also be a time to discuss the readings and the rationale for this approach.

Monday Overview: Laws and the Impact of Disability on Families (Read Elaine's Story on the Blackboard) There are several readings posted that will help with the legal and policy issues

Readings on the Blackboard: "Part C", "Recognition and Response", a Sample of The Ages and Stages questionnaire, "DIR and Floor time", "A Linked System", "Brain Development"

Tuesday Speaker: Nurse.

Wednesday Speaker: Disability support services at UAF will talk about Depression and Suicide

Thursday Laws and the Impact of Disability on Families (Read Elaine's Story on Blackboard).

#### **Assignments for Week One:**

Post a response to the speakers.

This is Response #1 on the Task Menu. This is a response paper as discussed in the assignment descriptions.

Discussion board with focus on Elaine's story and the issues that you felt were important.

### **Week Two**

Monday Speaker: Infant Learning Program

Tuesday Discussion on infant milestones and abnormalities

Wednesday

Thursday

#### **Assignment for Week Two :**

Discussion Board: What are the assumptions and beliefs about raising children, in your setting?

You may want to ask parents if you are in a village setting.

Post your response by end of week. This can be an ongoing discussion but I would like you to think about what the beliefs are in your setting about how children should be disciplined, treated, gender issues, parenting issues, etc.

### **Week Three**

This week we will begin the jigsaw presentations on the topics in the Small book and the Brazelton and Greenspan book.

Monday Speaker : Stuttering  
Class Discussion on Reading: Introduction “Kids”  
Introduction : Brazelton

Tuesday Jigsaw Presentations  
Kidspeak, Kid’s World

Wednesday Jigsaw  
Kidspeak, Kid’s World

Thursday Continue discussion

#### **Assignment for Week Three:**

Response to speaker and to the jigsaw presentations. Post Response #2 on Task menu

### **Week Four:**

Monday Jigsaw “What kids know” “Little Citizens”,

Tuesday Speaker: Child Find

Wednesday Speaker: Headstart

Thursday Jigsaw “Girls and Boys”, “Dark Side of Childhood”.

#### **Assignment for Week Four:**

Response to speaker. Post Response #3 on the Task Menu.

Discussion Board: Discussion of issues raised in the jigsaw discussions of the reading.

### **Week Five:**

Monday Speaker: Tech Prep

Tuesday Chapters 1-2 Brazelton Assessment strategies, instructional issues  
Refer to the Blackboard resources on the DIR method  
Article on “Linking Systems “, “Three tier Model Of Parent Education”

Wednesday Chapters 3-4 Brazelton  
Assessment strategies, instructional issues (See additional readings)

Thursday Discussion over reading and reading responses

### **Week Six:**

This week will be a summary of the issues discussed so far and one more speaker, possibly. We may have to reschedule this week depending on the speaker. We will also finish the Brazelton book , Chapters 5,6,7 and will discuss topics suggested by you.

Monday Discussion of Brazelton, 5,6

Tuesday Discussion of Brazelton 6,7

Wednesday **EVERYTHING IS DUE**

Thursday Summaries and conclusions

There are two presentations that may be introduced to this section: Grief and Growing up in an alcoholic family.

## **VII. EVALUATION/GRADING POLICY**

### **Grading Policy**

