

Submit originals and one copy and electronic copy to Governance/Faculty Senate Office
 See <http://www.uaf.edu/uafgov/faculty/senate> for a complete description of the governance process and course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by,	Jovana Healy	Phone	747-5501
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1. COURSE IDENTIFICATION:

Dept: Course # Individual Credits:

COURSE TITLE:

2. ACTION DESCRIPTION:

Change Course If Change, indicate below what change. Drop Course

NUMBER	TITLE	DESCRIPTION
PREQUISITES		
CREDITS (including credit distribution)	3.0 +1	
CROSS-LISTED	Dept.	Requires approval of both departments and deans involved. Add lines at end of form for each signature or date signature.
STACKED (#00, 130, 160)	Dept.	Course # Course
OTHER (please specify)		

3. COURSE FORMAT:

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

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply): _____

Mode of delivery (specify lecture, field trips, labs, etc.): _____

4. COURSE CLASSIFICATION:

If justification is needed, please refer to the 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 will be addressed:

O = Oral Intensive, Format 6 also submitted W = Writing Intensive, Format 7 submitted Cultural, Science or Math submitted

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 CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept. number, title and credits

EDSE F624

3 Credits

Offered Fall, As Demand, Winter

Review current research in both normal and abnormal social/educational development. Emphasizes the use of research-based practices in assessment and intervention. Explores academic and cultural diversity in the field. Includes a variety of learning differences. Field experience required. (3+0+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline any changes to the current description. PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses, please clearly indicate differences in required work and evaluation for students at different levels.)

EDSE F624 Social/Emotional Development, Assessment, and Intervention

3 Credits

Offered Fall, As Demand, Winter

Review current research in both normal and abnormal social/emotional development. Emphasizes the use of research-based practices in assessment and intervention. Emphasizes the use of research-based practices in assessment and intervention. Explores academic and cultural diversity in the field. Includes a variety of learning differences. Field experience required. (3+0+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO: YES NO

(Requires written notification to the department and dean's office via email or written notification.)

9. GRADING SYSTEM: Specify only one

LETTER: A B C D F

PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUS, CG, CAREERS, RES, FAC, FAC, ETC. ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kjehslem@skc.edu, 414-45555) with regard to the adequacy of library/media collections, equipment, and services available for the proposed courses? If you are adding a contact, an resolution, if not explain why not.

No

Yes

10/10/08. Library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

include information on the programs/departments contacted (e.g. email, phone, etc.)

None

13. POSITIVE AND NEGATIVE IMPACTS

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

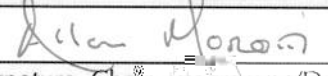
This will have a positive impact on the Special Education program by providing more and varied educational placements for students. Students will be aware of the field's current trends and research.

JUSTIFICATION FOR ACTION REQUESTED

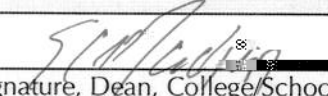
The purpose of the department and campus-wide curriculum committees is to streamline course change and new course applications to make sure that the quality of education is maintained. Please address this in your response. Why are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400-500), explain higher level of effort and performance required on part of students earning that credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the program is not compromised as a result.

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

APPROVALS:

 Date: 8-24-10
Signature, Chair, Program/Department of:

 Date: 9-1-10
Signature, Chair, College/School Curriculum Council for:

 Date: 8/24/10
Signature, Dean, College/School of:

Date:
Signature of Provost (if applicable):

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES TO BE SUBMITTED TO THE GOVERNANCE OFFICE

Date:
Signature, Chair, UAF Faculty Senate Curriculum Review Committee:

ADDITIONAL SIGNATURES: (As needed for cross-signing and/or stacking)

Date:
Signature, Chair, Program/Department of:

Date:
Signature, Chair, College/School Curriculum Council for:

Date:
Signature, Dean, College/School of:

List of Professional Organizations

[Council for Exceptional Children \(CEC\)](#)

[American Psychological Association \(APA\)](#)

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

1. Research –based practices

Goal: Discuss current research on Social/emotional development, assessment, and intervention for children and adolescents with challenging behaviors.

Student Learning Outcomes:

- 1.1 Relate the theories of development to practical strategies and methodologies for assessment and interventions that are sensitive to cultural, ethnic, and language, and learning differences.
- 1.2 Compare theoretical perspectives of child development.
- 1.3 Critique research articles in social/emotional development, assessment, and interventions.

2. Social/emotional development

Goal: Present information regarding the impact of biological and environmental factors in social/emotional development

Student Learning Outcomes:

- 2.1 Identify and examine the critical characteristics of normal social/emotional development from birth through adolescence.
- 2.2 Identify environmental risk factors and predict the effect these factors may have on social/emotional development.

3. Assessment

Goal: Present information on how to conduct a functional behavioral assessment.

Student Learning Outcomes:

- 3.1 Implement a variety of valid observational and anecdotal strategies to assess challenging student behavior(s).
- 3.2 Collaborate with parents, teachers, and others in the assessment process.
- 3.3 Summarize assessment data into an evidence-based hypothesis as to the perceived function of the behavior(s).
- 3.4 conduct ongoing assessment of the effect of behavior intervention plans.

4. Intervention

Goal: Explain the development of positive behavior intervention plans.

Student Learning Outcomes:

- 4.1 Utilize assessment data to develop behavior intervention plans.
- 4.2 collaborate with parents, teachers, and others in the development and management of a behavior intervention plan.
- 4.3 Prescribe both antecedent and consequence modifications and accommodations as part of a behavior intervention plan.
- 4.4 develop classroom-based management plans.

Technology Focus

This course will help you 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.

III. INSTRUCTIONAL METHODS

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

IV. COURSE POLICIES

Attendance and Class Participation

Students are expected to participate on time via audio conferences for all cl

responsible for getting information **and** completing an independent research

1. Research Presentation (60 Points)

Candidates will conduct a brief review of research on a selected topic, write a 4-5 page overview of the selected topic, then present research to the class.

2. Functional Behavioral Assessment and behavior Support plan (150 points)

Candidates will conduct a functional behavioral assessment (FBA) on a selected student, followed by the development of a behavior support plan (BSP)

3. Field Experience Journal (75 Points)

You are required to complete a 15-hour (NO exceptions) field experience in a school's special education setting. Your placement will be coordinated with the Director of Field Experiences, Patt Caldwell. The field experience will be completed over no less than ten weeks and must consist of one session a week lasting from 1 to 1 1/2 hours. You will keep a journal while engaged in this experience and turn it in weekly to the instructor.

When you first contact your cooperating teacher, discuss how you can be involved while in the classroom. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal. Record the day you initially contacted your cooperating teacher and ask him/her to sign it the first day you visit the class. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.

While you are observing in class, give the students and activities your full attention. Do not write in your journal while there. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Turn in your journal every Thursday before class. It will be returned to you the following Tuesday.

Avoid focusing on only on student or learning need. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

Criteria	Yes (1 Pt) No (0 Pt)
Entry dated	
Summary of day's observations, activities and professionals with whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

4. Reflective Paper (50 Points)

As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make education your future career. It will be double spaced with size 12-point font. It will have a cover page and be a final paper with no "redo" accepted.

Complete and attach the Scoring Sheet for Reflective Paper. Include a brief rationale for your score.

Scoring Sheet for Reflective Paper

Name: _____

Student's Score

Instructor's Score

Writing Rubric (rubric score x 4)

Score	Criteria
4	Organization flawless and clear Each paragraph outstandingly coherent Only minor errors in spelling, grammar and/or usage
3	Organization clear Most paragraphs well done; one or two lack unity A few errors in spelling, grammar and/or usage
2	Organization is usually clear Most paragraphs well done; three or more lack unity Some awkward formations and run-on or fragment sentences Several errors in spelling, grammar and/or usage
1	Organization is unclear Incomplete paragraphs, no unity or coherence Many awkward formations and run-on or fragment sentences Frequent errors in spelling, grammar and/or usage

Content Rubric (rubric score x 5)

Score	Criteria
4	Summary of experience vivid and informative Reaction to experience is thoroughly described Class content and additional information referenced as an integral part of the paper Language and terminology used appropriately/consistently
3	Summary of experience clear with sufficient detail Reaction to experience adequately described Connection between class content and assignment included Language and terminology used appropriately/consistently
2	A part of the assignment is neglected Assignment lacks detail and thoughtful consideration Connection between class content and assignment minimal Language and terminology are appropriately used
1	Many parts of assignment minimally addressed Many inaccuracies Connection to class content not present Language and terminology used inaccurately

Rationale for score (3 pt)

Double-spaced and size 12 print (1 pt)

Cover page (1 pt)

Log completed and attached (4 pts)

Thank-you note and addressed, stamped envelope is attached (5 pts)

Total Score (50 Possible)

Name: _____

School: _____

Time Sheet / Log for Field Experience

	Date	Time In / Time Out	Cooperating Teacher's Signature	

Assessment Criteria: To successfully complete the course and to maximize participation, student are expected to meet certain minimum expectations:

Complete required readings

Participate in individual/group activities as required

Complete all assigned activities/exercises.

Evaluation is based on a percentage of the total class points listed using the following grading system.

Research Presentation (60 Points)

Functional Behavioral Assessment a

5	Replacement behaviors: antecedents, setting events, consequences	Read Chap. 7 & 8	Discussion Board 3
6	Intervention strategies		
7	Research presentations	Read Chap. 9 & 10	Discussion Board 4 Research Paper Due
8	Intervention strategies		Discussion Board 5
9	Intervention strategies	Read Chap. 11	Discussion Board 6
10	Generalization and maintenance of behaviors, social skills	Read Chap. 12	
11	Program implementation and consultation		Discussion Board 7
12	Crisis intervention, program evaluation/modification		
13	TBA Guest speaker		Discussion Board 8
14	FBA presentations		FBA Due
15	FBA presentations		Field work journals and Reflective paper due