

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

**1. COURSE IDENTIFICATION:**

Dept	EDSE	Course #	605	No. of Credits	3
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COURSE TITLE	Early Childhood Special Education
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**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	
PREQUISITES				FREQUENCY OF OFFERING	X
CREDITS (including credit distribution)	3+0 +1			COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		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 six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 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, Format 6 also submitted ☐

W = Writing Intensive, Format 7 submitted ☐

Natural Science, Format 8 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 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: (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES:** (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

**EDSE F605 Early Childhood Special Education**

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8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

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:

☒ X

PASS/FAIL:

☐

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

☐

Yes

☒ X

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, memo)

None

13. **POSITIVE AND NEGATIVE IMPACTS**

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

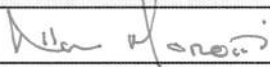
This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

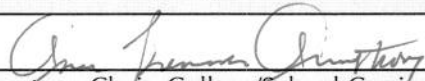
**JUSTIFICATION FOR ACTION REQUESTED**

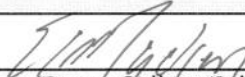
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain 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 (400/600), explain higher level of effort and performance required on part of students earning graduate 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 course 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 9-07-2010  
Signature, Chair, College/School Curriculum Council for: \_\_\_\_\_

 Date 9/8/10  
Signature, Dean, College/School of: \_\_\_\_\_

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

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

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

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

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

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

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

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

**UAF School of Education:**  
***“Preparing professional educators who are culturally responsive, effective practitioners”***

**EDSE 605 Early Childhood Special Education**  
**Summer 2009**

**Credits:** 3.0

**Instructor:** Joanne Healy, M.S.

**Day & Time:** 8-10 a.m. Monday-Thursday 6/1-7/10 **Office:** Gruening Building 714A

**Location:** Old UPark

**Phone:** 474-1557

**Prerequisites:** none

**E-mail:** jhealy7@alaska.edu

**Office Hours:** By appointment

**Required Readings**

**Texts for this course:**

**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 Press.

Additional website and supplemental text/journal readings will be recommended and assigned by the instructor dependent on guest speakers and weekly discussions.

**WEBSITES RELATED TO SPECIAL EDUCATION**

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
- [Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [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; 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.

### **Alignment With School of Education Mission**

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon the relationship between developmental stages of growth and the special educational differentiations needed for students with exceptional needs.

## **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 materials and be ready to discuss applications of the content. We will also have guest speakers. You will be asked to respond to the speaker's content/topic on the task menu.

Although you will need to produce a IFSP/IEP the focus is not on just how to fill out forms but on the most theoretically sound and culturally responsive programs for children with and without disabilities.

There are **several "essential questions"** that will be the focus of discussion.

**\*How does culture and biology shape the way we raise young children?**

**\*What are the irreducible needs of children?**

**\*How does this culture define normal?**

**\*How does a child with disabilities impact the family?**

**\*What services are available for families with young children with disabilities?**

**\* How does that vary in other settings such as Alaska Native villages?**

**\*What kinds of assessment are most appropriate for young children?**

**\* What is developmentally appropriate practice?**

**A rubric and scoring guide will be used to assess the assignments. The rubrics will be listed on a separate link on Blackboard.**

## 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. **Case Study:** There are several options for this portion of the course due to issues of accessibility. Regardless of which option you select, the components are essentially the same and the focus is the same. The purpose of this activity is not only to produce an IFSP/IEP for a young child, but also to develop an appreciation and understanding of the issues that need to be considered when developing instructional strategies and interventions. Ideally you will be able to observe a young child (birth to age 5) in a natural environment. If this is not possible, I have developed several alternatives.  
**In addition,** since this is part of a lifespan approach, you have the option of using the same child as part of the transition plan. It is an opportunity to look at the dynamics across the various developmental stages and how what is done on an IFSP can have an impact on the Transition plan.

The IFSP/IEP is part of the assignment. It’s important to set the context and to describe the perspectives of the parents/caregivers. Below is an outline of what should be included in the final product.

- a. Write an overview of the child’s presenting issues, family dynamics, and observational information, assessment data if available. You can use the criteria listed on the IFSP form that is posted on the Blackboard. I will post a breeze presentation describing some of the issues that come up in writing an IFSP.
- b. Describe the issues from the parent’s perspective (I want you to actually discuss these issues AS IF you are actually the parent.) You may have to imagine what the parent might be thinking.
- c. Describe the issues from the perspective of the caregivers/teachers or other service providers, again using the first person.
- d. Describe community and family resources that are available for the child. What cultural dynamics should be considered?



- 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.

School: \_\_\_\_\_

#### **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 classes, arriving and leaving on time, participate in discussions, group activities, readings, prepare thoughtful questions for guest speakers and write reflections on the information presented. In case of an absence, the student is responsible for getting information from other students **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

##### **Adaptations and Accommodations**

If you need adaptations or accommodations, if you have emergency medical information to share or if you need special arrangements, please notify the course instructor as soon as possible.

##### **Plagiarism**

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

##### **Professional and Ethical Behavior**

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

##### **Student Code of Conduct and Expect Classroom Etiquette**

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

### **Academic Support Services**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

### **Disabilities Services**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, [fydso@uaf.edu](mailto:fydso@uaf.edu), or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. . Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

Please place your cell phones on vibrate. Students may bring their laptop computers to class to use for class research and taking notes. Please be sure that all classroom computer use is restricted to classroom assignments only.

## **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**

Course Evaluation procedures are at the discretion of the instructor. This course is graded on a scale of A-F with grades based upon a percentage of points on assignments which cover course content from assigned readings, class activities, projects as well as related lecture material, videos, or any class handouts, individual and group presentations, plans, projects, field experience, and class participation.

Graded Items

<b>Jigsaw 25 x 6</b>	<b>150 Points</b>
<b>Response Papers 50 x 3</b>	<b>150 Points</b>
<b>Case Study</b>	<b>100 Points</b>
<b>IFSP</b>	<b>200 Points</b>
<b>Field study</b>	<b>100 Points</b>

**Total Points                      700**

Percentage of these points will determine grades using the following scale.

GRADING SYSTEM: The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 – 69%

F 59%