

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 #	624	No. of Credits	3
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COURSE TITLE	Social/Emotional Development, Assessment, and Intervention
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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	
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 F624 Social/Emotional Development, Assessment, and Intervention

3 Credits

Offered Fall; As Demand Warrants

Review current research in both normal and abnormal social/emotional development. Emphasizes the use of research-based practices in assessment and intervention. Explores academic and cultural diversity in the social/emotional growth of students with learning differences. Field experience required. (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 F624 Social/Emotional Development, Assessment, and Intervention

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Offered Fall; As Demand Warrants

Review current research in both normal and abnormal social/emotional development. Emphasizes the use of research-based practices in assessment and intervention. Explores academic and cultural diversity in the social/emotional growth of students with learning differences. Field experience required. (3+0±1)

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.

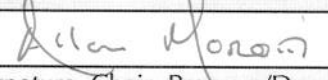
This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

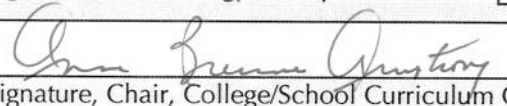
JUSTIFICATION FOR ACTION REQUESTED

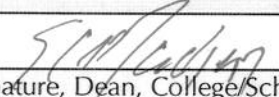
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. 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 F624 Social/Emotional Development Assessment, and Intervention
Fall 2010

Credits: 3.0

Day & Time: Thursday 5:30-8:30 pm

Location: Room 718 Gruening and/or

Audio Conferences, Blackboard

E-mail: jhealy7@alaska.edu

Instructor: Joanne Healy, M.S.

Office: Gruening Building 714A

Phone: (907) 474-1557

Office Hours: Monday 3:30-4:30 and by
appointment

Required Readings

Texts:

Chandler, L. K., & Dahlquist, C. M. (2006). Functional assessment: Strategies to prevent and remediate challenging behavior in school settings (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Yell, Mitchell L. et al. (2009). Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders ISBN 0130968234

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on 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 \(ASHA\)](#)

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

Student should be proficient in rational detachment. Review current research in both normal and abnormal social/emotional development. Emphasizes the use of research-based practices in assessment and intervention. Explores academic and cultural diversity in the social/emotional growth of students with learning differences. A 15-hour field experience is required in an intensive needs setting which serves student who are emotionally disturbed.

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 understanding students with exceptional needs.

CEC Standards addressed by this course:

- 2 - Development and Characteristics of Learners
- 3 - Individual Learning Differences
- 4 - Instructional Strategies
- 5 - Learning Environments and Social Interactions
- 7 - Instructional Planning
- 8 - Assessment
- 9 - Professional and Ethical Practice
- 10 - Collaboration

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 classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is

responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely 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.

Readings

Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to the start of class.

Assignments Due the day indicated on the syllabus.

Field Experience

At least 15 hours of fieldwork (NO exceptions) are to be completed in a special education setting during the semester. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required.

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, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. 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, 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.

V. ASSIGNMENTS

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

[illegible]

4. Class Attendance (75 points)

Each class meeting and preparation for the meeting will count as 5 points.

5. Discussion Boards (160 Points)

There will be eight discussion board topics will be posted on Blackboard by the instructor. Candidates are required to read and provide a written response to the topic, either directly to the posting or as an attachment to the Discussion Board. Responses are due by Sunday night following the Tuesday posting.

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 and behavior Support plan (150 points)

Field Experience Journal (75 Points)

Reflective Paper (50 Points)

Class Attendance (75 points)

Discussion Boards (160 Points)

Total: 570 Points

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

A 90 - 100% 513-570

B 80 - 89% 456-512

C 70 - 79% 399-455

D 60 – 69% 342-398

F 59% Below 342

List of professional Organizations:

Candidates should become familiar with the following organizations by collecting material, checking the websites etc. Candidates might wish to make up their own list of helpful websites based on organizations and specific advice and assistance for teaching student with learning problems.

Council for Exceptional Children (CEC)

American Psychological Association (APA)

Learning Disabilities Association of America (LDAA)

American Association for Mental Retardation (AAMR)

The Association for the Severely Handicapped (TASH)

International Reading Association (IRA)

Disability Law Center - Fairbanks

Special Education Service Agency (SESA)

Other local associations and organizations with a focus on students with learning problems and people with disabilities.

VI. COURSE CALENDAR

Class	Topic	Assignment	What's Due Activity
1	Course overview, syllabus, introductions, Q&A	Read Chap. 1 & 2	Discussion Board 1
2	The roots of challenging behavior	Read Chap. 3	
3	Goals of behavior, purpose of FBA, assessment	Read Chap. 4 & 5	Discussion Board 2
4	Environmental assessment; generating a hypothesis	Read Chap. 6	

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