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 03-39h Apr 4/13/04 Apr 4/27/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Special Education & Clinical Services Education of Exceptional Persons Program	Phone X72450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

EDEX 440 Ethical and Professional Behavior

Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*

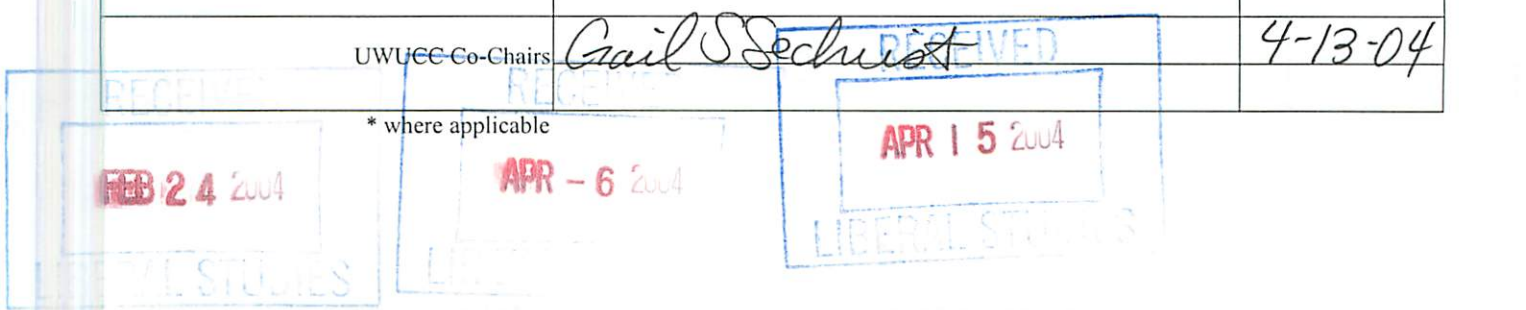
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

Current program name *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Mara Gloria Keith</i>	<i>2-3-04</i>
Department Chair(s)	<i>Joseph Doamaracki</i>	<i>2-3-04</i>
College Curriculum Committee Chair	<i>Joseph Doamaracki TECC</i>	<i>2-23-04</i>
College Dean	<i>[Signature]</i>	<i>2-23-04</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schmitt</i>	<i>4-13-04</i>

* where applicable



Part II. Description of Curriculum Change

1. New Syllabus of Record

EDEX 440/W/ ETHICAL AND PROFESSIONAL BEHAVIOR

1c-01-1cr

Prerequisite: Departmental Permission, Successful completion of Step I of the Three Step Process.

I. COURSE DESCRIPTION

Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students. Provides information to facilitate the student teaching experience in special education settings. Facilitates completion of Step Two of the Electronic Portfolio Process.

II. COURSE OBJECTIVES

Students will be able to:

- A. demonstrate knowledge and understanding of CEC Code of Ethics and CEC Standards for Practice;**(Chapter 354:III.B)**
- B. demonstrate a functional understanding of, and the importance of, following standards for professional practice;**(Chapter 354:II.C, III.A)**
- C. demonstrate knowledge and understanding of the day-to-day responsibilities to the children, school, and employer that lead to efficient program management;**(Chapter 354:II.D, III.E)**
- D. demonstrate an understanding of legal issues and responsibilities, and importance of Professional judgments;**(Chapter 354:I.H, I.I, III.A)**
- D. demonstrate a repertoire of strategies and suggestions for making judgments based on ethical practices**(Chapter 354:III.E)**
- E. demonstrate knowledge, understanding, and skill in using effective interpersonal communication skills, including technology skills, especially as applies to standards, collaboration for instruction, problem solving, and other practices associated with teacher education and special education processes and procedures;**(Chapter 354:II.G, III.G)**
- F. demonstrate an awareness and understanding of principles of professional etiquette;**(Chapter 354:III.E)**
- G. demonstrate reflective thinking and organizational skills through the completion of **Step 2 of the COE-ET Electronic Portfolio Process** in which students submit artifacts and reflective writings into their portfolio.

III. COURSE OUTLINE

- Weeks 1 & 2 Council for Exceptional Children (CEC) Code of Ethics
- Weeks 3 & 4 CEC Standards for Professional Practice
1. Professionals in relation to exceptional persons and their families.
 2. Professional employment
 3. Relating to other professionals
 4. Professional growth and development
 - a. professional organization
 - b. continuing education
 - c. outreach and education of other professionals and parents
 - d. advocacy
 - e. standards for teaching practices
- Week 5 Day-to-Day Responsibilities to the Students, School, and Administrative Unit
1. Budgeting time
 2. Promptness: attendance, reports
 3. Understanding and following school and administrative policies
- Week 6 Making Judgments Based on Ethical Practices
- Week 7 Legal Issues
1. Legal risks
 2. Confidentiality
 3. Child abuse
 4. Medical and care issues
- Week 8 Professionalism
1. Appearance
 2. Attitude
 3. Performance
 4. Perceptions of colleagues and administrators
- Weeks 9 & 10 Team Building and Problem Solving for making decisions
1. Goal setting
 2. Problem identification
 3. Brainstorming solutions
 4. Planning interventions
 5. Implementing interventions
 6. Evaluation/redesign
 7. Working with the paraprofessional and other classroom assistants
- Weeks 11 & 12 Communication Strategies
1. Procedures for establishing effective communication
 2. Reflective listening
 3. Overcoming resistance and conflict
- Weeks 13 & 14 Professional Collaboration Responsibilities
1. Initial contact conferences

2. Group conferences
3. IEP conferences
4. Progress report conferences

Week 15 Culminating activity

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

Course/Text Summary. Students will provide a course summary product in which a summary and reaction to case studies, in-class and out-of-class assignments related to cases and action research conducted by classroom teachers, and class discussions are included (30 points).

Evaluation Report(ER)/Role Play/Written Summary. Students will function as members of a team of school professionals to develop an ER and collaboratively role play an IEP meeting based on the case developed by the group. Each team member must play a substantial role in the ER/IEP process. Students will provide a written summary of their role in the process (25 points).

Self-Evaluation. The Council for Exceptional Children (CEC) has developed the Common Core of Knowledge and Skills essential for all beginning special education teachers. Student will reflect on their own competencies and abilities, as well as areas of need to target for enhancement during student teaching. The written self-evaluation will include 10 areas of greatest competence and 10 target areas in which to set goals for student teaching (20 points).

Electronic Portfolio. Students will complete Step Two in the COE-ET Electronic Portfolio process. Students will update existing resumes to professional grade; will ensure all INTASC and ISTE standards are addressed with artifacts and reflective statements. Students will self-evaluate the quality of their portfolios (25 points).

V. EVALUATION METHODS

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

92 – 100 pts	= A
84 - 91 pts	= B
76 - 83 pts	= C
68 - 75 pts	= D
67 pts & below	= F

VI. ATTENDANCE POLICY

Instructors will provide his or her individual course attendance policy. All attendance policies will be in compliance with the stipulations of the Undergraduate Course Attendance Policy outlined on page 23 of the Undergraduate Catalog.

VII. REQUIRED TEXT

ProPacket of Readings :

Contents includes: CEC Code of Ethics, CEC Standards for Professional Practice; Student Teaching Responsibilities for Education of Exceptional Persons Program; Student Teaching Contract

Caruson, J.J. (2000). Cooperating teacher and student teacher: Phases of development. *Young Children*, 55(1), 75-81.

Goor, M. & Santos, K. (2002). To think like a teacher. Allyn & Bacon: Boston

VIII. REFERENCES

Harry, B. (1992). *Cultural diversity, families, and the the special education system.* Columbia: Teachers College.

Kandakai, T.L. & King, K.A. (2002). *Preservice teachers' perceived confidence in teaching school violence prevention.* *American Journal of Health Behavior*, 26(5), 342-354.

Kroth, R. L., & Otteni, H. (1992). *Communicating with parents of exceptional children.* Denver: Love.

Lambie, R., & Daniels-Mohring, D. (1992). *Family systems within educational contexts : Understanding students with special needs.* Denver: Love.

McGlenn, J. (2003). The impact of experiential learning on student teachers. *Clearing House*, 76(3), 143-148.

Montecinos, C., Cnudde, V., Ow, M., Solis, M., Suzuki, E., Riveros, M. (2002). Relearning the meaning and practice of student teaching supervision through collaborative self study. *Teaching and Teacher Education*, 18(7), 781- 794.

Penso, S., & Shoham, E. (2003). Student teachers' reasoning while pedagogical decisions. *European Journal of Teacher Education*, 26(1), 313-329

Skrtic, T. M. (1992). *Behind special education: A critical analysis of professional culture and school organization.* Denver: Love.

Turnbull, H. R. III. (1992). *Free appropriate public education: The law and children with disabilities.* Denver: Love.

Turrill, P. (1997). Providing a service, not just a place. *Thrust for Educational Leadership*, 27(1), 20-24.

Williams, H.S. & Kingham, M. (2003). Infusion of technology into the curriculum. *Journal of Instructional Technology*, 30(3), 178-185

2. Summary of Proposed Changes

The prerequisites for this course are being changed. Current prerequisites are: “Junior status or above and A 3.0 grade point average”. The new prerequisites would be:” Successful completion of Step I of the Three Step Process”. Step I of the Three Step Process requires a 3.0 gpa, passing PRAXIS I Exam scores, a successful Professional Portfolio Review, and completion of a minimum of 48 credits. Within the 48 credits there must be six credits of mathematics, six credits of English, COMM 103 or equivalent and EDSP 102 all passed with a grade of “C” or better.

3. Justification for the Revision

Incorporating Step I of the Three Step Process into the prerequisites for our 400 Level courses will Provide two important benefits. First, it will make entry into those courses more selective. This will assist in enrollment management for a group of courses that are used as curricular options for several graduate and undergraduate programs. Second, it will serve as a mid-point evaluation of candidate competence in which a thorough review of the candidates general and specific knowledge bases, skills, and dispositions can be assessed and decisions regarding the candidates potential to continue or discontinue his/her field of study.

4. Old Syllabus of Record

I. CATALOG DESCRIPTION

EX 440 ETHICAL AND PROFESSIONAL BEHAVIOR 1 s.h.

Prerequisite: Departmental Permission

Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students. Provides information to facilitate the student teaching experience.

II. COURSE OBJECTIVES

This course is designed to develop:

1. knowledge and understanding of CEC Code of Ethics and CEC Standards for Practice;
2. a functional understanding of and the importance of following standards for professional practice;
3. knowledge of the day-to-day responsibilities to the children, school, and employer that lead to efficient program management;
4. understanding of legal issues and responsibilities, and importance of professional judgments;
5. a repertoire of strategies and suggestions for making judgments based on ethical practices;
6. knowledge, understanding, and skill in using effective interpersonal communication skills;
7. an awareness and understanding of principles of professional etiquette.

III. COURSE OUTLINE

A. CEC Code of Ethics

B. CEC Standards for Professional Practice

1. Professionals in relation to exceptional persons and their families.
2. Professional employment
3. Relating to other professionals
4. Professional growth and development
 - a. professional organization
 - b. continuing education
 - c. outreach and education of other professionals and parents
 - d. advocacy

C. Day-to-Day Responsibilities to the Children, School, and Administrative Unit

1. Budgeting time
2. Promptness: attendance, reports
3. Understanding and following school and administrative policies

D. Making Judgments Based on Ethical Practices

E. Legal Issues

1. Legal risks
2. Confidentiality
3. Child abuse
4. Medical and care issues

F. Professional Etiquette

1. Appearance
2. Attitude
3. Performance
4. Perceptions of colleagues and administrators

G. Team Building and Collaboration Consultation

1. Goal setting
2. Problem identification
3. Brainstorming solutions
4. Planning interventions
5. Implementing interventions
6. Evaluation/redesign
7. Working with the paraprofessional

H. Communication Strategies

1. Procedures for establishing effective communication
2. Reflective listening
3. Overcoming resistance and conflict

I. Parent Conferences

1. Initial contact conferences
2. Group conferences
3. IEP conferences
4. Progress report conferences

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

Three reaction papers

Two examinations
Group project
Class participation in role plays

V. EVALUATION METHODS

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

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
59% & below = F

VI. REQUIRED TEXT

Book of Readings compiled by instructor that includes:

CEC Code of Ethics
CEC Standards for Professional Practice
Student Teaching Responsibilities
Student Teaching Contract
Articles Addressing Ethical Practices

VII. BIBLIOGRAPHY

- Bauer, A. M., & Shea, T. M. (1991). Parents and teachers of children with exceptionalities. Needham Heights, MA: Allyn & Bacon.
- Braddock, D. (1987). Federal policy toward mental retardation and developmental disabilities. Baltimore: Paul H. Brookes.
- Dodecki, P. R., & Zaner, R. M. (1986). Ethics of dealing with persons with severe handicaps. Baltimore: Paul H. Brookes.
- Friend, M. P., & Cook, L. (1992). Interactions: Collaboration skills for school professionals. New York: Longman.
- Garner, H. (1982). Teamwork in programs for children and youth. Springfield, IL: Charles Thomas.
- Haller, E. J., & Strike, K. A. (1986). An introduction to educational administration: Social, legal, and ethical perspectives. New York: Longman.
- Harry, B. (1992). Cultural diversity, families, and the special education system. Columbia: Teachers College.

- Idol, L., Poalucci-Whitcomb, P., & Nevin, A. (1987). Collaborative consultation. Austin, TX: Pro-Ed.
- Kagan, S. L. (1991). United we stand: Collaboration for child care and early education services. Columbia: Teachers College.
- Kroth, R. L., & Otteni, H. (1992). Communicating with parents of exceptional children. Denver: Love.
- Lambie, R., & Daniels-Mohring, D. (1992). Family systems within educational contexts: Understanding students with special needs. Denver: Love.
- Larson, C. E., & LaFasto, F. M. J. (1989). Teamwork: What must go right/what can go wrong. Beverly Hills, CA: Sage.
- Maher, C. A. (1985). Professional self-management. Baltimore: Paul H. Brookes.
- Rainforth, B., York, J., & MacDonald, C. (1992). Collaborative teams for students with severe disabilities: Integrating therapy and educational services. Baltimore: Paul H. Brookes.
- Ripich, D. N., & Spinelli, F. M. (1991). School discourse problems. San Diego: Singular Publishing Group.
- Sailor, W., Anderson, J., Halvorsen, A., Doering, K., Filler, J., & Goetz, L. (1989). The comprehensive school: Regular education for all students with disabilities.
- Shields, C. V. A practical guide for dealing with professionals and human service systems. Baltimore: Paul H. Brookes.
- Shore, K. (1986). The special education handbook: A comprehensive guide for parents and educators. New York: Teachers College Press.
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- Turnbull, H. R. III. (1992). Free appropriate public education: The law and children with disabilities. Denver: Love.
- Wellins, R. S., Byham, W. C., & Wilson, J. M. (1991). Empowered teams. San Francisco, CA: Jossey-Bass.

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Credit Value

Two reasons drive the revisions in credit value of EDEX 440/W/. First, widening responsibilities for teachers who provide special education services and second, the electronic portfolio process required by the Three Step Process of the COE-ET for all teacher education majors.

EDEX 440 is one of the last courses taken EDEX candidates in the semester prior to student teaching that addresses the ever widening responsibilities for teachers who provide special education services. Topical issues such as new standards of student accountability, programmatic issues, legal updates, and family-school relationships and more area covered in the current one credit structure. Standards of accountability from the PDE and outside accrediting bodies (INTASC, ISTE) have provided a new source of topical information that requires more time for presentation and discussion. A second credit could be justified to meet his need alone.

The second reason offered as rationale, the electronic portfolio process of the COE-ET, provides a vehicle for addressing the requirements of the Three Step Process and prepares candidates for Application to Student Teaching (Step 2) in the semester the course is taken and sets the foundation for data collection and entry in preparation for Application for Graduation (Step 3) at the completion of student teaching. Additionally, the portfolio provides a structure and serves as an instructional tool for teaching about standards accountability and documenting ones personal accountability to the standards. An additional credit would be necessary to add this component to the course

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