

EDEX 435 Methods and Curriculum (Severe-Profound Disabilities)-CrsRvs-2016-03-28

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	Communication Disorders, Special Education and Disability Services	Contact Phone*	724 357-5679

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A: catalog_desc_change course_title_change	Category B: course_revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted: *	This Course revision is proposed to reflect updated and current changes in the field, The Course title is changed to reflect current terminology. Catalog description and course outcomes are being updated to be current in the field and reflect changes in course materials.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This Course revision is proposed to reflect updated and current changes in the field, The Course title is changed to reflect current terminology. Catalog description and course outcomes are being updated to be current in the field and reflect changes in course materials.

(C) Implications of the change on the program, other programs and the Students:*	None
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Current Course Information*	Proposed Changes
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Category A			
(D) Current Prefix*	EDEX	Proposed Prefix	EDEX
(E) Current Number*	435	Proposed Number	435
(F) Current Course Title*	Methods and Curriculum (Severe-Profound Disabilities)	Proposed Course Title	Methods and Curriculum Severe Cognitive Disabilities
(G) Prerequisite(s)	Successful completion of Step 1 of the 3-Step Process, early childhood education/special education and secondary content/grades 7-12 special education certification majors only	Proposed Prerequisite(s)	Successful completion of Step 1 of the 3-Step Process, early childhood education/special education, PreK-8/7-12 Special Education and Reading Specialist, secondary content/grades 7-12 special education certification majors or by permission.
(H) Current Catalog Description	Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that prepares students for participation in a wide variety of postschool environments.	Proposed Catalog Description	Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that prepares individuals for integration in a wide variety of postschool environments. Particular attention is given to methods and interventions based on the principles of applied behavior analysis.

If changing Category A, no further action required.

Category B (if no change, leave blank)			
(I) Number of Credits	Class Hours:3 Lab Hours:0 Credits:3	Proposed Number of Credits	Class Hours:3 Lab Hours:0 Credits:3

<p>(J) Current Course</p> <p>(Student Learning)</p> <p>Outcomes</p>	<ol style="list-style-type: none"> 1. knowledge and understanding of the history, development, terminology, educational programs for the students with severe and profound disabilities in various educational settings in grades Pre K – 8 & grades 7-12; PDE: I.A; CEC: Standard 1 & 2 2. knowledge and understanding of task analysis; PDE: III. A, E, G, H; CEC: Standards 4, 7 & 8 3. the ability to organize, plan, and carry out standards/anchors based classroom experiences using appropriate instructional interventions, materials and equipment to fulfill educational goals; PDE: I. A, B, C, II. A, B, C, III. A, K, N, P, R, T, IV. A, B, E, V. B; CEC: Standard 1, 4 & 8 4. the ability to plan and implement standards/anchors based classroom experiences using age-appropriate materials and evaluating the materials according to the criteria for ultimate functioning in grades Pre K – 8 & grades 7-12; PDE: I. A, B, C II. A, B, C III. A, K, N, P, R, T IV. A,B, E, V. B; CEC: Standard 4, 5, 6 & 7 5. the ability to design and implement appropriate behavior management techniques for use in educational settings; PDE: I. A, C, II. C, III. F, K, I, IV. A, B, C, E, VII. D; CEC: Standard 5, 6, & 7 6. knowledge and understanding of problems faced by parents and siblings; PDE: I.A, B, III. P,T; III.C CEC: Standard 1, 2, 3, 4, 5, 6, 7, & 9 7. knowledge and understanding of communication skills required to conduct parent teacher and professional conferences; PDE: VI. A, B, C, VII. A, D, E, F, I, J; CEC: Standard 4, 6, 7, & 9 8. the ability to use diagnostic and prescriptive teaching (specially designed instructional interventions) and record-keeping procedures in the educational and community settings; PDE: I. A, B, C II. A, B, C III. A, K, N, P, R, T IV. A,B, E, V. B; CEC: Standard 1, 4, 5, 6, 7, & 9 9. skills in developing ecological inventories to support communitybased instruction, post school employment, and residential opportunities; PDE: III. A, B, C, G, H, N, R, T, IV. A, B, E V. A, B, VII. A, B, C, D, E, F; CEC: Standard 1, 4, 5, 6, 7 & 8 10. knowledge and understanding of the best practices regarding: standards/anchors based instruction, inclusion and integration (LRE) in accordance with federal and state guidelines in grades Pre K – 8 & grades 7-12; PDE: V. A, B; CEC: Standard 1, 2, 3, 4, 5, 6 & 7, 	<p>Proposed Course</p> <p>(Student Learning)</p> <p>Outcomes</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the history, development, terminology, and educational programs for the students with severe disabilities in various educational settings. CEC: Standard 1 & 2; INTASC: Standard 1 &2; NAEYC: Standard 1 2. Apply knowledge of the principles of Applied Behavior Analysis in relation to implementing systematic instruction and behavior change procedures. CEC: Standard 4 & 5; INTASC: Standard 4 & 5; NAEYC: Standard 1 3. Apply knowledge and understanding of task analysis, systematic and precision teaching, prompt hierarchy procedures and time –delay procedures for teaching core academics and functional skills; CEC: Standards 4, & 5; INTASC: Standard 4 & 5; NAEYC: Standards 3 & 4 4. Design, organize, plan, and carry out instructional programs that include systematic instruction, data collection, plans for fading reinforcement and plans for maintenance and generalization to meet individualized educational goals; CEC: Standard 5; INTASC: Standard 5; NAEYC: Standards 4 & 5 5. Design, plan, and implement standards/anchors based classroom experiences using evidence based strategies, age-appropriate materials and evaluating the materials according to the criteria for meeting measurable academic and behavioral goals. CEC: Standard 4 and 5; INTASC: Standard 4 & 5; NAEYC: Standards 4 & 5 6. Design and implement appropriate behavior management techniques including self-management, token economies, and conditioned reinforcement systems for use in educational settings; CEC: Standard 2; INTASC: Standard 5; NAEYC: Standards 3 & 4 7. Apply knowledge and understanding of verbal operants and naturalistic language strategies to develop and promote communication skill. CEC: Standard 4 and 5; INTASC: Standard 6; NAEYC: Standards 3 & 4 8. Design data collection systems for diagnostic and prescriptive teaching in the educational and community settings and for record-keeping procedures; CEC: Standard 4 and 5; INTASC: Standard 8; NAEYC: Standards 3, 4, & 5 9. Analyze progress monitoring data to plan and implement instruction and utilize multiple formats to display data. CEC: Standard 4 and 5; INTASC: Standard 8; NAEYC: Standards 3, 4, & 5 10. Develop ecological inventories to select intervention strategies based on student preferences, student’s current repertoire, and immediate and future environmental needs. CEC: Standard 1, 2 and 7; INTASC: Standard 7 and 8; NAEYC: Standards 3, 4 & 5 11. Demonstrate knowledge and understanding of the best practices regarding: standards/anchors based instruction, inclusion and integration (LRE) in accordance with federal and state guidelines. CEC: Standard 2, 3 and 5; INTASC: Standard 9; NAEYC: Standards 4 & 5
<p>(K) Dual Listed Courses Only:</p> <p>List Current Learning</p> <p>Outcomes for the</p> <p>Higher-Level Course</p>		<p>Dual Listed Course s Only:</p> <p>List Proposed Learning</p> <p>Outcomes for the</p> <p>Higher-Level Course</p>	
<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p>		<p>Brief Course Outline</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p>

(L)
Brief
Course
Outline

regarding student work - For every one hour of classroom or direct faculty instruction,
there should be a minimum of two hours of out of class student work.

(It is
acceptable
to copy

Introduction & Principles of Learning
Assessment for grades Pre K – 8 & grades 7-12
1. Use of informal and formal assessment data
2. Use of state assessment data
3. Ecological Inventories

from
old
syllabus)

Curriculum Development for grades Pre K – 8 & grades 7-12

1. General Education Curriculum
2. Functional Academic Curriculum
 - Reading/Literacy
 - Mathematics
 - Writing/Literacy

3. Functional Curriculum Content

- Personal Care Skills
- Home Living Skills

4. Communitybased instruction

5. Standards/Anchors Based Instruction

FIRST EXAM

Instructional Programming for grades Pre K – 8 & grades 7-12

1. Instructional Interventions
2. Use of Instructional Hierarchies
3. Development and use of Task Analyses
4. Delivery and fading of reinforcement
5. Data Collection and Graphing
6. Standards/Anchors based Instruction

Generalization and Maintenance

SECOND EXAM

Measurement Systems

Graphic Analysis of Data

Functional Academics

1. Reading/Literacy
2. Mathematics
3. Writing/Literacy

Vocational Preparation and Transition

FINAL EXAM

For
each
outcome,
describe
how

the
outcome
will
be
achieved

(Give
sufficient
detail
to
communicate
the

content
to
faculty
across
campus

.
It is not
necessary
to
include
specific
readings,
calendars
or
assignments)

regarding student work - For every one hour of classroom or direct faculty instruction,
there should be a minimum of two hours of out of class student work.

Foundational Concepts and Practices

- Confidentiality
- Overview of ER
- IEP
- Principles of Applied Behavior Analysis

Fostering Family-Professional Partnerships

- Getting started; laying the foundations
- Critical Concepts:

Presumed comp.; least dangerous assumption; principle of partial participation; people first language; families; population we're discussing

Effective Practices to Teach Students with Moderate to Severe Disabilities

- Components of an instructional trial
- Task analysis of chained tasks
- Attentional Cues and responses
- Response prompts
- Trial presentation formats
- Phases of learning

Effective Practices to Teach Students with Moderate to Severe Disabilities

- Meaningful Assessment
- Methods of Assessment
- PASA

Developing Data Sheets and Collecting Baseline Data

- Assessing pre-requisite skills
- Function and form of behavior
- Assessing reinforcers
- Designing data collection sheets
- Single vs. multiple opportunity formats
- Baseline
- Graphing
- Visual analysis to determine effectiveness

Graduated Guidance, Most-to-Least Prompting and Systems-of-Least Prompts Procedures

- Graduated Guidance, Most-to-Least Prompting and Systems-of-Least Prompts Procedures
- Designing data sheet for teaching discrete behavior and chained tasks
- Graph and analyze formative data
- Pairing verbal prompts with intrusive prompts

Time Delay and Simultaneous Prompting Procedures

- Time Delay Procedures
- Progressive vs. Constant time delay
- Designing sheets for use of time delay
- Simultaneous prompting
- Graphing and analyzing data

Efficiency of Instruction by Adding Non-Targeted Information Through Small Group Formats

- Non-targeted information
- Embedded instruction
- Observational learning
- Small group instruction
- Systematic instruction in the small group format
- Monitoring performance in the small group format

Using Naturalistic Language Strategies

- Verbal operants
- Characteristics of naturalistic language strategies
- Naturalistic modeling procedure
- Naturalistic mand-model procedure
- Naturalistic incidental teaching procedure
- Naturalistic time-delay procedure
- Discriminating the use of the four naturalistic language strategies

Facilitating Maintenance and Generalization

- Strategies to facilitate maintenance
- Schedule of reinforcement during systematic instruction
- Approaches to teach and promote generalization

Teaching Functional Core Content

- Rationale for teaching both functional skills and core academics
- Combining both functional skills and core academics in an instructional program

Working with Peers and Paraprofessionals

- Who can deliver systematic instruction
- Benefits of multiple instructors
- Peers as instructors
- Assigning instructional roles to paraprofessionals
- Transdisciplinary model

Instructional Schedules and Classroom Environments

- Benefits of Inclusion
- Options for instructional support in inclusive environments
- Designing a matrix for embedding IEP objectives across the day
- Designing a schedule for learners
- Visual supports

Teaching with Technology

- Assistive technology
- Instructional technology
- Video-modeling

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>

Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="378 273 1495 525"> <thead> <tr> <th data-bbox="378 273 1182 315">File</th> <th data-bbox="1182 273 1495 315">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 315 1182 388">Microsoft Word Document EDEX 435 Matrix.docx</td> <td data-bbox="1182 315 1495 388">Mar 28, 2016 by Joann M. Migyanka</td> </tr> <tr> <td data-bbox="378 388 1182 451">Microsoft Word Document Instructional Program Guidelines-Directions and Template.docx</td> <td data-bbox="1182 388 1495 451">Mar 28, 2016 by Joann M. Migyanka</td> </tr> <tr> <td data-bbox="378 451 1182 525">Microsoft Word Document EDEX 435 Instructional Program Rubric.docx</td> <td data-bbox="1182 451 1495 525">Mar 28, 2016 by Joann M. Migyanka</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  Download All 	File	Modified	Microsoft Word Document EDEX 435 Matrix.docx	Mar 28, 2016 by Joann M. Migyanka	Microsoft Word Document Instructional Program Guidelines-Directions and Template.docx	Mar 28, 2016 by Joann M. Migyanka	Microsoft Word Document EDEX 435 Instructional Program Rubric.docx	Mar 28, 2016 by Joann M. Migyanka
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p> <p>This course is required for all education majors pursuing certification in special education.</p>								

For Deans Review
<p>Are Resources Available/Sufficient for this Course?</p> <p>YES</p>
<p>Is the Proposal Congruent with the College Mission?</p> <p>YES</p>
<p>Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?</p> <p>YES</p>
<p>Comments:</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>