

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-21
Effective Spring 2020

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course** (Previously submitted as SPE 4980)

2. **Course prefix and number:** SPE 4910

3. **Short title:** Prog/Services Indiv w/ Disab

4. **Long title:** Non-Licensure Programming and Services for Individuals with Disabilities

5. **Hours per week:** 6 Class 0 Lab 6 Credit

6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand

7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2020

8. **Catalog course description:** This course will provide candidates with an overview of roles and services special educators provide in agency and community settings. A range of administrative issues necessary for programming and services: including planning; needs assessment; implementation of programs and services; personnel management and evaluation; rules and regulations governing agency and community programs and services; and budgeting and finance, including fund raising and grant writing will be addressed. Prerequisites: SPE 2000, 3000, 3100, 3200, 3201, 3600, 3700, 4600, 4700, and 4800 with a "C" or better with a cumulative grade point average of 2.5 or better. Co-requisites: SPE 4911 Internship, and SPE 4741 (3) Independent Study _____

9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active

10. **Instructional delivery**

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. _____ None _____

12. Equivalent course(s): _____ None _____

a. Are students allowed to take equivalent course(s) for credit? _____ Yes _____X_____ No

13. Prerequisite(s): Candidates will have completed SPE 2000, 3000, 3100, 3200, 3201, 3600 3700, 4600, 4700, and 4800 with a “C” or better with a cumulative grade point average of 2.5 or better.

a. Can prerequisite be taken concurrently? _____ Yes _____X_____ No

b. Minimum grade required for the prerequisite course(s)? _____ A minimum grade point average of 2.5 or better is required to enroll in SPE 4910.

c. Use Banner coding to enforce prerequisite course(s)? _____ Yes _____x_____ No

d. Who may waive prerequisite(s)?

_____ No one _____X_____ Chair _____ Instructor _____ Advisor _____ Other (specify)

14. Co-requisite(s): _____SPE 4741 (3) Independent Study and SPE 4911 Internship

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: _____Restricted to Special Education Majors_____

b. Degrees, colleges, majors, levels, classes which may not take the course: _____Any non-Special Education Major_____

16. Repeat status: _____X_____ May not be repeated _____ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _____

18. Grading methods: _____X_____ Standard _____ CR/NC _____ Audit _____ ABC/NC

19. Special grading provisions:

_____ Grade for course will not count in a student’s grade point average.

_____ Grade for course will not count in hours toward graduation.

_____ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

_____ Credit hours for course will be removed from student’s hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____ N/A _____

Course Fee _____X_____ No _____ Yes, Explain if yes _____

21. Community college transfer:

___ A community college course may be judged equivalent.

__X_ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. __X_ Course is required for the major(s) of __Special Education Non-Licensure_____
___ Course is required for the minor(s) of _____
___ Course is required for the certificate program(s) of _____
___ Course is used as an elective

2. **Rationale for proposal** : The field of special education encompasses hospitals, agencies, and schools that provide services to individuals with disabilities and their families. The current special education program options result in licensure to teach in special education while not all graduates or prospective majors truly want to teach. Some prospective majors and enrolled major's career goals include employment not by schools but rather by agencies, such as: Special Olympics, residential facilities, group homes and non-educational services and programs for families and young children and adults with disabilities. Providing a non-teaching avenue to graduation would facilitate the career goals of majors who do not aspire to provide educational services in school settings. This course will provide the content background essential to a non-teaching special education career path.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: Candidates require the content specific knowledge and skills provided in the specified prerequisite courses (SPE 2000, 3000, 3100, 3200, 3201, 3600, 3700, 4600, 4700, and 4800) to be successful in this capstone course.

Co-requisites: This sequence of courses (including SPE 4910, SPE 4911, and SPE 4741) constitute the capstone experiences for candidates and therefore must be taken co-requisitely.

Enrollment restrictions : Enrollment is restricted to Special Education majors with a 2.5 or higher grade point average as all other candidates would not have the prerequisite knowledge and skills required to be successful in this course.

Writing active, intensive, centered: NA

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum:

Instruction:

Assessment:

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: N/A

Instruction:

Integrity:

Interaction:

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: SPE 4910: Programs and Services for Individuals with Disabilities (6-0-6)
2. Catalog description: This course will provide candidates with an overview of non-teaching roles and services special educators provide in agency and community settings. A range of administrative issues necessary for non-teaching programming and services: including planning; needs assessment; implementation of programs and services; personnel management and evaluation; rules and regulations governing agency and community programs and services; and budgeting and finance, including fund raising and grant writing will be addressed. Prerequisites: SPE 2000, 3000, 3100, 3200, 3201, 3600 3700, 4600, 4700, and 4800 with a “C” or better with a cumulative grade point average of 2.5 or better. Co-requisites: SPE 4911 Internship, and SPE 4741 (3) Independent Study
3. Learning objectives.

Learning Objective	Undergraduate University Learning Goals
1. Candidates will gather information on current laws and policies and reflect on how these policies support or encroach on the human and civil rights of individuals with exceptionalities across the lifespan.	CT-1-4, WR-1-5, QR-2, RC-1- 3; GSLG 1- 4
2. Candidates will read and analyze well-constructed case studies on individuals with exceptionalities across the lifespan and apply this information to develop plans and services for these individuals, including completing required forms and other policy related needs.	CT-1- 4, WR-1, 4-5, RC-3; GSLG 2 & 3

3. Candidates will practice professional skills related to supervisions and programming for individuals with exceptionalities in an agency or private organization. These professional skills will include personnel management and professional writing requirements.	CT-1-3, WR-1-2; 6, SL-3-6, RC-2; GSLG 2 & 3
4. Candidates will participate in discussions, activities and examinations which allow them to understand the perspectives and demonstrate their knowledge of individuals with diverse backgrounds and needs, including individuals with exceptionalities across the life span.	CT-1-4, WR-1-5, SL-1 & 2, QR-1 & 2, RC-1 & 2; GSLG 1 & 2
5. Candidates will locate and develop a well-written and supported grant proposal focusing on improving programming and services for individuals with exceptionalities across the life span. Candidates will present this proposal to peers for discussion and critique.	CT-1 - 4, WR-1-5, SL-1, 3-7, QR-1 & 2; GSLG 1-4
6. Graduate Candidates will research and develop a handbook summarizing and explaining policy and legislation at the national, state and local level which addresses a specific area of programming and planning for individuals with exceptionalities (i.e. medical, living, employment, recreation/leisure)	GSLG 1, 2, & 4

4. Course materials. *No single textbook would meet the needs of candidates in this course, so various resources will be utilized:
- Baer, R. & Flexer, R. (2013). Coordinating Transition Services. In Flexer, R. W., Baer, R. M., Luft, P. & Simmons, T. J. (4th Eds.), *Transition planning for secondary students with disabilities* (pp. 227-250). Boston, MA: Pearson Education Inc.
- Collins, B. C. (2007). Dealing with Difficult Issues: A Sampling of Basic Human Rights. In Collins, B. C., *Moderate and severe disabilities: A foundational approach* (303-334). Upper Saddle River, New Jersey: Pearson Education Inc.
- Collins, B. C. (2007). Facilitating the Future: Self-Determination. In Collins, B. C., *Moderate and severe disabilities: A foundational approach* (336-350). Upper Saddle River, New Jersey: Pearson Education Inc.
- Ferguson, D. L. & Ferguson, P. M. (2011). The Promise of Adulthood. In Snell,

M. E. & Brown, F. (7th Eds.), *Instruction of students with severe disabilities* (pp. 612-639). Upper Saddle River, New Jersey: Pearson Education Inc.

Simmons, T. J. & Flexer, R. W. (2013). Transition to Employment. In Flexer, R. W., Baer, R. M., Luft, P. & Simmons, T. J. (4th Eds.), *Transition planning for secondary students with disabilities* (pp. 279-327). Boston, MA: Pearson Education Inc.

Test, D. W. & Mazzotti, V. L. (2011). Transitioning from School to Employment. In Snell, M. E. & Brown, F. (7th Eds.), *Instruction of students with severe disabilities* (pp. 569-609). Upper Saddle River, New Jersey: Pearson Education Inc.

Turnbull, J., Turnbull, R., & Turnbull, A. (2011). Historical and Current Roles of Parents and Families. In Turnbull, A., Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. (6th Eds.), *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (pp. 95-108). Upper Saddle River, New Jersey: Pearson Education Inc.

Westling, D. L., Fox, L.L., & Carter, E. W. (2016). Transitioning to Adulthood. In Westling, D. L., Fox, L.L., & Carter, E. W. (5th Eds.), *Teaching students with severe disabilities* (531-550). Boston, MA: Pearson Learning Solutions.

5. Weekly outline of content.

Programs and Services for Individuals with Disabilities

- I. Foundations of Programming and Services **Week 1 of 8**
 - a. Legal Requirements and Available Organizations
 - i. National
 - ii. State
 - iii. Local
 - b. Ethics
 - i. Human Rights
 - ii. Civil Rights
 - c. Lifespan Services and Agencies
 - i. Birth-5
 - ii. 5-21
 - iii. Transition-Adulthood
 - iv. Family Relations
- II. Programming and Services Overview **Week 2-4 of 8**
 - a. Roles and Responsibilities
 - i. Training and Certifications
 - ii. Person Centered Planning
 - iii. Dispositions
 - iv. Professional Practices
 - b. Case Management
 - i. Intake Services
 - ii. IFSP/IHP/ISP & holistic planning
 - iii. Medicaid/Medicare/SSI and additional forms
 - iv. Guardianship
 - c. Services and Agencies

- i. Services Types (4 Domains: Vocational, Rec Leisure, Personal/Social, Daily Living)
 - ii. Showcase of Agencies and Organizations
 - III. Personnel and Supervision **Week 5-6 of 8**
 - a. 3 R's
 - i. Recruitment
 - ii. Retention
 - iii. Removal
 - b. Evaluation SOS
 - i. Self
 - ii. Others
 - iii. Site
 - IV. Finance for Programming and Services **Week 7-8 of the 8 weeks**
 - a. Funding Sources
 - i. National
 - ii. State
 - iii. Local
 - b. Grant Writing
 - i. National and State Grants
 - ii. Community Grants
 - iii. Foundation Grants
 - c. Fundraising
 - i. Event Planning
 - ii. Volunteer Management
 - iii. Communications
 - d. Budgeting
 - i. For Profit
 - ii. Non for Profit
 - iii. Investing
 - e. Final Exam

6. Assignments and evaluation, including weights for final course grade.

Assignment	Undergraduate Weights (%)	Graduate Weights (%)
Reflective Paper on Human Rights/Civil Rights of Individuals with Disabilities	10%	10%
Case Study on Person Centered Planning	10%	10%
Case Study and Form Completion for one or more SSI, Medicaid, PUNS	15%	15%
In Class Role Play for Removal of Personnel	5%	5%
Professional Letters (2 – 1 for Recruitment; 1 for Fundraising)	15%	10%

Grant Proposal and Presentation	25%	20%
Exams and Quizzes	20%	20%
Policy Handbook*		10%

*Graduate Assignment Only

7. Grading scale.

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

8. Correlation of learning objectives to assignments and evaluation.

Objectives	Reflective Paper Human Rights/Civil Rights (10%/10%)	Case Study Person Centered Planning (10%/10%)	Case Study & Form Completion SSI, Medicaid, PUNS (15%/15%)	Role Play Removal of Personnel (5%/5%)	Professional Letters (15%/10%)	Grant Proposal and Presentation (25%/20%)	Discussions, Activities, Exams and Quizzes (20%/20%)	Policy Handbook (---/10%)
Learning Objective 1 CT-1-4, WR-1-5, QR-2, RC-1-3; GSLG 1-4	X		X				X	
Learning Objective 2 CT-1-4, WR-1, 4-5, RC-3; GSLG 2 & 3		X	X				X	
Learning Objective 3 CT-1-3, WR-1-2; 6, SL-3-6, RC-2; GSLG 2 & 3				X	X	X	X	
Learning Objective 4 CT-1-4, WR-1-5, SL-1 & 2, QR-1 & 2, RC-1 & 2; GSLG 1 & 2	X	X					X	

Learning Objective 5 CT-1 - 4, WR- 1-5, SL-1, 3-7, QR-1 & 2; GSLG 1-4						X		
Learning Objective 6 GSLG 1, 2, & 4								X

Date approved by the department or school: 12/15/18

Date approved by the college curriculum committee: 1/28/19

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: 2/21/19 CGS: