

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

Banner/Catalog Information (Coversheet)

1. **New Course** or **Revision of Existing Course**
2. **Course prefix and number:** SPE 4980
3. **Short title:** Prog/Services Indiv w/ Disab
4. **Long title:** Non-Licensure Programming and Services for Individuals with Disabilities
5. **Hours per week:** 10 **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 4981, Internship, and SPE 4741 (3) Independent Study
9. **Course attributes:**
 General education component: _____
 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 4980.

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 4981 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.

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. 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 4890, SPE 4981, 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 4980: 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 4981, Internship, and SPE 4741 (3) Independent Study
3. Learning objectives.

Undergraduate Learning Objectives

Critical Thinking

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights

Writing and Critical Reading

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

1. Applying quantitative methods and using the resulting evidence to solve problems.
2. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.

Responsible Citizenship

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.

Graduate Learning Objectives

1. Depth of Content Knowledge
2. Critical Thinking and problem solving
3. Oral and written communication

4. Advanced Scholarship through research and creative activity

College of Education Dispositions

1. Professional and Ethical Practices
2. Effective Communication
3. Sensitivity to Diversity and Equity
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 form 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

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

- Reflective Paper on Human Rights/Civil Rights of Individuals with Disabilities (5%)
- Case Study on Person Centered Planning (5%)
- Case Study and Form Completion for one or more SSI, Medicaid, PUNS (20%)
- In Class Role Play for Removal of Personnel (5%)
- Professional Letters (2 – 1 for Recruitment; 1 for Fundraising) (20%)
- Grant Proposal and Presentation (25%)
- Exams and Quizzes (20%)

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	Case Study Person Centered Planning	Case Study & Form Completion SSI, Medicaid, PUNS	Role Play Removal of Personnel	Professional Letters	Grant Proposal and Presentation	Exams and Quizzes
Asking essential questions and engaging diverse perspectives.	X	X		X			X
Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.	X	X	X		X	X	X
Understanding, interpreting, and critiquing relevant data, information, and knowledge.		X	X			X	X
Synthesizing and integrating data, information, and knowledge to infer and create new insights	X	X	X			X	X
Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.	X	X	X		X	X	
Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.		X				X	
Producing documents that are well-organized, focused, and cohesive.	X	X	X		X	X	

Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.	X	X	X		X	X	X
Collecting and employing source materials ethically and understanding their strengths and limitations.	X	X	X			X	
Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.	X					X	
Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.				X		X	
Developing and organizing ideas and supporting them with appropriate details and evidence.				X		X	
Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.				X		X	
Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.				X		X	
Employing effective physical delivery skills, including eye contact, gestures, and movement.				X		X	
Using active and critical listening skills to understand and evaluate oral communication.				X		X	
Applying quantitative methods and using the resulting evidence to solve problems.		X	X	X			X
Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.		X	X				X
Engaging with diverse ideas, individuals, groups, and cultures.	X	X	X	X			X
Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.	X	X	X				X
Participating formally and informally in civic life to better the public good.	X	X	X		X	X	X
Participating formally and informally in civic life to better the public good.	X	X	X		X	X	X
Depth of Content Knowledge	X	X	X	X	X	X	X

Critical Thinking and Problem Solving	X	X	X	X		X	
Oral and Written Communication	X	X	X	X	X	X	
Advanced Scholarship thru research and creative activity	X					X	
Professional and Ethical Practices	X	X	X	X	X	X	X
Effective Communication	X	X	X	X	X	X	
Sensitivity to Diversity and Equity	X	X	X			X	X

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

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: