Eastern Illinois University
Revised Course Proposal
FCS 4244, Working with Families of Children Identified as Exceptional

Please check one: ☐ New course  ☑ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: FCS 4244
2. Title (may not exceed 30 characters, including spaces): Fam/Child Identified Exceptional
3. Long title, if any (may not exceed 100 characters, including spaces): Working with Families of Children Identified as Exceptional
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☑ Fall ☐ Spring ☐ Summer ☑ On demand
6. Initial term of offering: ☑ Fall ☐ Spring ☐ Summer Year: 2010
7. Course description (not to exceed four lines): Study of characteristics of young children identified as exceptional as related to family interactions and effective communication with the child, school, and community environments as related to the early childhood care environment.
8. Registration restrictions:
   a. Identify any equivalent courses. none
   b. Prerequisite(s): none
   c. Who can waive the prerequisite(s)?
      ☐ No one ☐ Chair ☑ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): none
   e. Repeat status: ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ___ hours or ___ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: This course is restricted to students majoring in the B.S. in Family and Consumer Sciences, ABC (Associate’s to Bachelor’s in Child Care) Program, and B.S. in Career and Technical Education-Family and Consumer Sciences; minoring in Family and Consumer Sciences; and to students in the Lumpkin College of Business & Applied Sciences (or, student from another College who is pursuing a Minor in Family and Consumer Sciences).
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: see preceding point (f.)
9. Special course attributes: none
10. Grading methods (check all that apply): ☑ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: ☑ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☑ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Students enrolled in this course will:
   1. differentiate between common home/childcare dynamics of young children with exceptions from those of typical children,
   2. determine the holistic impact of an exceptional child on the family system, including parents, siblings, and extended family,
   3. correlate the emotional stages of grief with the needs of families of children with exceptions,
   4. formulate crucial factors in empathic communication with parents of children with exceptions and demonstrate their use,
   5. select community resources to assist parents of young children with exceptions, and
   6. interpret legal issues as related to providing care to young children with exceptions.

   a. This is not a general education course.

   b. This course is not offered for graduate credit.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   - Students will engage in group discussions and provide brief written and electronic reports. In addition, students may be required to write very brief response papers to subjects of discussions, films, or application instructions. (Objectives 1-6)
   - Students will write a research paper regarding the dynamics of family systems of those with a child identified as exceptional. (Objectives 2, 3, 4)
   - Students will analyze real-world scenarios and apply knowledge from course in developing communication plans for working with the individuals involved. This assignment will serve as a capstone to the course. (Objectives 1-4)
   - Student will develop a 20 item file of community resources to disseminate to families with children identified as exceptional. (Objective 5)

3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Discussion questions and group work</td>
<td>85 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>55 points</td>
</tr>
<tr>
<td>Scenarios (5 at 10 points each)</td>
<td>50 points</td>
</tr>
<tr>
<td>Resource File</td>
<td>30 points</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>220 points</td>
</tr>
</tbody>
</table>

   Grading Scale:
   - 198-220 points (90-100%) = A
   - 175-197 points (80-89%) = B
   - 152-174 points (70-79%) = C
   - 129-151 points (60-69%) = D
   - 128 or fewer points (59% or less) = F
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion.

   The course will be divided into 12 weekly modules with specific topics of focus for each module.

   **Week 1:** Introduction of course objectives, evaluation and basic rules and regulations. Overview of the characteristics of young children with exceptions.
   **Week 2:** Legal ramifications, PL 92-142
   **Week 3:** Family systems theory.
   **Week 4:** Emotional stages of families.
   **Week 5:** Working with families at their pace.
   **Week 6:** Child as a sibling within the family.
   **Week 7:** Methods of communicating with families
   **Week 8:** Empathic listening.
   **Week 9:** Clarifying and supporting statements
   **Week 10:** Situational techniques.
   **Week 11:** Parents as part of the team.
   **Week 12:** Community resources.

   b. Describe how the integrity of student work will be assured: The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student’s name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCT will allow for a structured open-book testing format.

   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., email, web-based discussions, computer conferences, etc.): Each student will be interacting directly with one another via WebCT. Discussion boards, email, chat rooms, whiteboards, blog and assignment boxes will be used for direct communication. In-service assignments will be made available for each student to peruse and evaluate. Students will also have the opportunity to correspond through telephone or in person if they so desire.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. Course proposals;
   b. Projects that require application and analysis of the course content; and
   c. Separate methods of evaluation for undergraduate and graduate students. N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A
PART III: OUTLINE OF THE COURSE

Week 1: I. Overview of the Characteristics of Young Children with Exceptions
   A. Autism
   B. Developmental delay
   C. Emotional/behavioral disorders
   D. Speech & language disorders
   E. Attention deficit hyperactivity disorder
   F. Issues specific to the cognitively gifted
   G. Other

Week 2: II. Legal ramifications of working with children identified as exceptional
   A. PL94-192
   B. School's responsibility
   C. Parent's rights
   D. Advocacy

Week 3: III. Family Systems Theory
   A. Traditional
   B. Non traditional

Week 4: IV. Emotional stages of families with children identified as exceptional
   A. Stages of acceptance
      1. Grief
      2. Denial
      3. Blame
      4. Anger
      5. Acceptance

Week 5: B. Working with families at their pace

Week 6: C. Child as sibling within a family

Week 7: V. Methods of communicating with families with children identified as exceptional

Week 8: A. Empathic listening
Week 9: B. Clarifying and supporting statements
Week 10: C. Situational techniques
Week 11: D. Parents as part of the team

Week 12: VI. Outside resources
   A. Support groups
   B. Respite care
   C. Community/agency
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   a. This course is one of 22 Family & Consumer Sciences Special Topic courses written specifically for the Certification of Learning on an Alternative Schedule (CLAS) program that has since been renamed the Alternative Bachelors for Childcare (ABC) education program and approved as such between 1999-2000. This course has been part of a series of modules scheduled in a two-year rotation and offered repeatedly. The ABC modules consist of 60 hours of coursework, of both existing FCS courses and courses written specifically for the program.

   The ABC program was designed to meet current Illinois legislation requiring Bachelors degrees for Childcare providers by the year 2011. Completion of the ABC program prepares students to seek the Illinois Director Credential as the program has been deemed an “Entitled Program”.

   Note: Admission to the ABC program is limited to those students with a two-year degree in early childhood education (or a related discipline) and currently working in the field who are seeking a Bachelors of General Studies degree with the Childcare Education option through the School of Continuing Education.

   The course is currently taught off campus in a traditional face-to-face format. Offering an online option will enhance the accessibility of the program to students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course reflects upper-level work and requires a level of experience in, and/or familiarity with, the field of early childhood education; therefore enrollment in the ABC program is required. In unique circumstances, the instructor may determine that a student has the knowledge base to allow enrollment in the course based upon a combination of prior coursework and life experience.

3. If the course is similar to an existing course or courses, justify its development and offering.
   a. This course is specific to the field of Childcare with a focus only provided by the discipline of FCS. The course does not duplicate any other FCS undergraduate course or courses in the College of Education and Professional Studies. A specific examination of PSY 4515 Children with Exceptionalities, as well as the courses in the Department of Special Education identified courses with similar terminology, but those courses did not have the specific focus on the interrelationships between the child/caregiver/family (including the incorporation of Family Systems Theory) or the specific focus on those that care for preschool children and their families.

   b. N/A

4. Impact on Program(s):
   a. This course is required for completion of the Bachelors of Arts in General Studies, option in Childcare Education (ABC program).
   b. This is not a graduate level course.
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Mikki Meadows, PhD has primary oversight of the ABC program and will teach this course or delegate a qualified FCS faculty member in consultation with FCS administration

2. Additional costs to students: None


PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: January 26, 2010

Date approved by the college curriculum committee: March 1, 2010

Date approved by the Honors Council (if this is an honors course): N/A

Date approved by CAA: March 11, 2010

*In writing-active courses*, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).