7-17-2013


University of South Florida St. Petersburg.
USF St. Petersburg
NEW Undergraduate Course Proposal Form
(non-Gen Ed)

Date Submitted: 10/12/12
Date/Term Change is Requested to Become Effective: Spring 2013

Contact Person: Dr. Guda Gayle-Evans
Phone: (727) 873 - 4524
Email: ggaylee@mail.usf.edu

Do the attached changes mirror changes to USF Tampa Curriculum? Yes

Comments:

Description of Change (attach supporting documents if necessary):

This course is part of a proposed new Undergraduate Certificate to be offered through USFSP College of Education. Please see attached proposal for the Undergraduate Certificate in Early Childhood and Family Studies.

Estimated Impact on University Resources:

<table>
<thead>
<tr>
<th>Library</th>
<th>All library resources are currently available through the USF System and USFSP Libraries</th>
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</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>Dr. Guda Gayle-Evans, Dr. Bonnie Braun and other faculty as needed.</td>
</tr>
<tr>
<td>Other</td>
<td></td>
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APPROVALS (if Disapprove, Note and attach Comments)

<table>
<thead>
<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chair, College Academic Programs Comm.</td>
<td>[Signature]</td>
<td>Yes/No</td>
<td>10/30/12</td>
</tr>
<tr>
<td>College Dean</td>
<td>[Signature]</td>
<td>Yes/No</td>
<td>11/5/12</td>
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<tr>
<td>Chair, USFSP UGC Committee</td>
<td>[Signature]</td>
<td>Yes/No</td>
<td>11/13/12</td>
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<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
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<td>Yes/No</td>
<td>2/13/13</td>
</tr>
<tr>
<td>Norine E. Noonan</td>
<td>[Signature]</td>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. **Department and Contact Information**
   
<table>
<thead>
<tr>
<th>Department</th>
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<tbody>
<tr>
<td>ED</td>
<td>College of Education</td>
<td>USFO1STP 511721-10000</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guda Gayle-Evans</td>
<td>(727) 873-4524</td>
<td><a href="mailto:ggaylee@mail.usf.edu">ggaylee@mail.usf.edu</a></td>
</tr>
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2. **Course Information**

<table>
<thead>
<tr>
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<th>Number</th>
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<tbody>
<tr>
<td>EEX</td>
<td>4201</td>
<td>Young Children with Special Needs</td>
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   | Is the course title variable? | NO |
   | Is a permit required for registration? | NO |
   | Are the credit hours variable? | NO |
   | Is this course repeatable for credit? | NO |
   | If yes, Maximum Number of Times? | N/A |
   | Maximum Number of Credits? | N/A |

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<tr>
<td>45</td>
<td>Young Child w/ Spec Needs</td>
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3. **Prerequisites**

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5. **Registration Restrictions**

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<tr>
<td>Level</td>
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6. **Course Description**

   Focuses on developing an understanding of the wide range of needs and services for young children with special needs.

7. **Gordon Rule**

   Does this course meet the **writing** portion of the Gordon Rule?  Yes  No

   If you indicated "yes" above, specify how the 6,000 words will be covered (exams, papers).
Does this course meet the **computation** portion of the Gordon Rule?  

| Yes | No |

8. **Justification**

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course is needed for the proposed new Undergraduate Certificate in Early Childhood and Family Studies. This course will support the BS in Education in which students will receive either a K-12 endorsement in ESE or K-6 endorsement in Elementary Education. However, it is not part of the B.S Program. It will be unique to the COE.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed? This course covers current curricular concepts and interventions related to working with infants, toddlers and young children with disabilities.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course is one in a series of four courses for the proposed undergraduate certificate in Early Childhood and Family Studies. There is a dire need for preparation of professionals to work in quality programs for young underserved children.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No

e. How frequently will the course be offered? What is the anticipated enrollment?

One time/year. The anticipated enrollment is 25 – 30 students.

f. What effect will this new course have on the program (major, minor, cognate, etc.)?

This course will have a positive effect on the College of Education by providing both current and new students with opportunities to pursue an interest in early childhood education.

g. What effect will this new course have on the students currently in the program?

No effect because this is a new undergraduate certificate program.

h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

A Masters or professional degree and 18 graduate credit hours in the appropriate discipline

9. **Other Course Information**

A. **Objectives**

1. Gain knowledge of early intervention services, including legal mandates. (GC1K1, 2; FLECE 19.02, FLESE 61.1)
2. Develop a working knowledge of appropriate and effective individualized and developmentally appropriate practices for young children with disabilities. (ESOL 25, NAEYC 1b,c, FLECE 34.04, FLESE 61.1, 61.2, 61.4, CC2K1)
3. Develop a familiarity with family-focused practices in early years, including IFSP development. (CC1K7, FLECE 27.04, NAEYC 2a,b, FLESE 61.1)
4. Develop an understanding of the various curricular and intervention strategies to meet the individualized needs of infants, toddlers and preschoolers with special needs. (CC4,S3.4, FLECE 27.03, 34.02, NAEYC 3a, 3c, FLESE 61.3, 61.4)

B. **Learning Outcomes**

- College of Education: Student Learning Outcome 1, 2, 3, 5, 7
- Florida ESOL Competencies 3, 10, 11
- NAEYC 1b, 1c, 2a, 2b, 3a, 3c, 4c, 5c
- Florida ESE Competencies 61.1, 61.2, 61.3, 61.4, GC1K1, 2, CC2K1, 7, CC4S 2,3,4
- Florida ECE Competencies 19.02, 27.03, 27.04, 34.09
C. **Major Topics**

1. History of Early Intervention; Legal Mandates
2. Etiology of Disabilities
3. Concepts of Service Delivery Models for Families and young children with disabilities
4. Curricular Frameworks and Intervention Strategies
5. Environmental Considerations
6. Assistive Technology
7. IFSP Development

D. **Textbooks**


**10. Proposed UG Catalog Language**

Focuses on developing an understanding with the wide range of needs and services for young children with disabilities and their families and how they coordinate with educational services. Implications from these understandings will assist the teacher in the development of these services.

**11. Syllabus**

Attached
University of South Florida St. Petersburg
College of Education

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course ID &amp; Section</th>
<th>EEX 4200</th>
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<td>Young Children with Special Needs</td>
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<td>Credit Hours</td>
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<td>Semester/Year</td>
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<td>Mode of Instruction</td>
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<td>Class Day/Time</td>
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<td>Course Prerequisites</td>
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<td>Course Co-requisites</td>
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<tr>
<td>Course Website</td>
<td>TBD</td>
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<td>College/Department</td>
<td>College of Education</td>
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<tr>
<td>Certificate</td>
<td>Undergraduate Certificate In Early Childhood &amp; Family Studies</td>
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COURSE CATALOG DESCRIPTION
Focuses on developing an understanding with the wide range of needs and services for young children with disabilities and their families and how they coordinate with educational services. Implications from these understandings will assist the future teacher in the development of these services and intervention strategies.

COURSE PURPOSE
The purpose of this course is to familiarize students with current curricular concepts, intervention strategies related to the growing infants, toddlers and preschooler with special needs. Students will learn to observe young children with and without disabilities and plan and develop intervention strategies in multiple domains. Emphasis will be placed on developmentally appropriate practices, family-focused interventions and providing multidisciplinary services in full inclusion settings.

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Bonnie Braun, Ph.D., OTR/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>USFSP; COQ 201</td>
</tr>
<tr>
<td>Office Hours</td>
<td>TBD</td>
</tr>
<tr>
<td>Office Phone/Fax</td>
<td>Phone: 727-873-4524 Fax: 727-873-4191</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:bbraun@mail.usf.edu">bbraun@mail.usf.edu</a></td>
</tr>
</tbody>
</table>
Faculty Who Teach this Course: Bonnie A. Braun, PhD, OTR/L. The College of Education seeks to prepare exemplary teachers and other educational personnel for roles in a diverse and changing society. It promotes life-long learning, is committed to stewardship that reflects the ethics of community responsibility, and continually strives to meet the educational needs of all learners.

College of Education Candidate Outcomes and Dispositions: Knowledgeable Professionalism, Reflective Teaching, and Collaborative Leadership. The philosophy of the College of Education comprises five core values, which frame the curriculum and align the unit's instruction, clinical practice, field experiences, assessment, and evaluation. They are: diversity, collaboration with our professional partners, a culture of inquiry, ethical behavior and high academic standards.

PROFESSIONAL STANDARDS

Standards, Competencies, and Student Learning Outcomes Addressed in this Course:

USFSP College of Education Student Learning Outcomes
- Student Learning Outcome 1, 2, 3, 5, 7

National Association for the Education of Young Children
- NAEYC 1b, 1c, 2a, 2b, 3a.3b, 5c

Florida ESOL Performance Standards
- Florida ESOL Performance Standards 1, 2, 3, 18, 23

Florida ESOL Competencies
- Competencies 3, 10, 11

Florida ESE Competencies
- Florida ESE Competency 61.1, 61.2, 61.3, 61.4, GC1K1, 2, 7,10, CC4S 2, 3, 4

Florida ECE Competencies
- Florida ECE Competency 19.02, 27.03, 27.04, 34.04)

Course Objectives

Students will:
1.0 Gain knowledge of the history of early intervention services, including legal mandates. (GC1K1, 2; FLECE 19.02; FLESE 61.1).

2.0 Develop an understanding of the challenge of early childhood special education practice in a pluralistic/culturally diverse society. (CC1K10, ESOL 2; NAEYC 4c; FLESE 61.1).

3.0 Develop a working knowledge of appropriate and effective individualized developmentally appropriate interventions for young children who are developing atypically. (CC2K1, ESOL 25; FLECE 34.04; NAEYC 1b, 1c: FLESE 61.1, 61.2, 61.4).

4.0 Develop a familiarity with family-focused intervention in the early years, including the IEP/FSP development and service coordination. (CC1K7, FLECE 27.04; NAEYC 2a, 2b; FLESE 61.1).
5.0 Develop a practical understanding of the various curriculum models in early childhood education, including the adaptation and application of task analysis to meet individual needs. (CC4S3, 4; FLECE 27.03; 34.02; NAEYC 3a, 3c; FLESE 61.3, 61.4).

6.0 Develop a working knowledge of methods to include children with disabilities in regular early childhood programs. (CCSS2, 3, ESOL 25; FLECE 27.03; NAEYC 5c; FLESE 61.3, 61.4).

REQUIRED TEXT AND COURSE MATERIALS


Additional readings and handouts maybe provided by the instructor as needed.

Students with Disabilities:
Students with disabilities should register with USFSP’s Office of Disabilities in order to qualify for reasonable accommodations. The student should present the instructor with written notification from this office of their accommodations during the first week of class. Students experiencing difficulty with reading materials, projects and/or lecture content are encouraged to schedule an appointment with the instructor to discuss the problems and negotiate a solution. This should be done early in the semester or as soon as the problem occurs.

USFSP Policy on Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious preferences, practices and beliefs. Students are expected to notify their instructor in writing by the second class if they intend to be absent from class or announced examinations in accordance with this policy.

Attendance Policy:
Missing class or tests except for illness, accident or emergencies will be cause for a reduced grade or administration of a different assignment than the rest of the class. Attendance will be taken for each class. If you arrive late or need to leave early, please note the time arrived or the time you are leaving on the roster.

If an emergency arises that you will be unable to attend class, please call us. To receive full credit you need to be in class and be involved in all activities and class discussions for the entire class period. If you feel you need to talk, sleep, or do other assignments during class it would be better if you did not attend. If another student is preventing you from learning due to excessive talking, etc. please ask the student to stop and if this is of no avail please let the instructor know about the situation.

Academic Dishonesty:
Each individual is expected to earn his/her own grades on the basis of personal effort. Consequently, any form of cheating on exams or plagiarism on assignments will not be tolerated and constitutes theft or dishonesty. University guidelines will be followed in such cases. Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact
words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. All of the above must be properly cited through direct quotations, footnotes or endnotes as designated by the course instructor. Instructors may use "Turnitin.com" or other mechanisms to detect plagiarism. For more information, go to www.turnitin.com and http://www.ugs.usf.edu/catalogs/0304/adap/hmt#plagiarism.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the project. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

For observation or exchanging test information with other students during the course of a classroom test, the students who receive or give such information may receive an "F" with a numerical value of zero on the test, and the "F" shall be used to determine the final course grade. It is the option of the instructor to fail the student in the course.

For the use of any prohibited device, such as a cheat sheet, recording, phone, calculator if forbidden on exam, etc., during the course of a classroom test to assist the student or other students, the student using such prohibited device may receive an "F" in the course.

For stealing, borrowing, receiving, or buying of research papers, creative works, speeches or tests and other exam materials, or other graded assignments, or the dissemination of such materials, or the manipulation of recorded grades in a grade book or other class records, the student, if enrolled in the course, may receive an "F" in the course and may be expelled from the University.

**Copying and Redistribution Are Prohibited:**
All unauthorized recordings and copying of any aspect of this class or documents utilized for this class are prohibited. The materials for this class are intended for use only by students registered and enrolled in the course and only for instructional activities associated with, and for the duration of the course. Redistribution is prohibited. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

**Use of Electronic Devices:**
Students are expected to turn off cell phones and other electronic devices during class. Computers may be used in class solely for the purpose of taking notes. Utilizing electronic devices for purposes other than taking notes during class will result in a loss of participation points.

**Blackboard:**
The USF portal provides electronic services to support all USFSP courses. All students will need their USF NetID in order to access Blackboard where questions and other assignments might be posted. In order to activate your NetID visit http://una.accomp.usf.edu

**Netiquette:** Students in the College of Education must act in a professional manner in all interactions, including verbal and written communication. Internet technology has
provided many new opportunities for communication. Even with the best of intentions, misunderstandings frequently occur in all forms of communication. Email, however, is particularly prone to miscommunication and misuse. The following are required netiquette guidelines for which students in this course will be held accountable:

- Use common courtesy.
- Avoid offensive or threatening language of any kind.
- Never insult or criticize via email.
- Be responsive, not reactive. If you have strong emotions about a subject consider another form of communication besides email. Direct communication is usually better in these situations.
- Separate fact from opinion in order to promote clear understanding.
- Take time to proof and spell check. You will often be judged on your professionalism even through your emails.
- Think three times: before you write, after you write and before you send.

**Class preparation:**
It is estimated that for each hour of class you will spend approximately 3 hours of outside class time. This is an estimate. Due to outside assignments and readings, students may need to spend more time than this to meet the course requirements.

**Syllabus Change Policy:**
Except for changes that substantially affect implementation of the grading statement, this syllabus is a guide for the course and is subject to change with advance notice.

**ASSIGNMENTS /GRADING**

**Assessment of Student Performance:**
It is best practice to always assess the knowledge, skills, and attitudes of students regarding the subject matter before making final plans on how the learning experiences are to be structured. On-going assessment and constant reflection is also necessary. This applies not only to learning experiences for children but also for adult learners.

<table>
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<tr>
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<tr>
<td>Case Study/Observation Paper</td>
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<tr>
<td>Observation/Reflections (4@10 each)</td>
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<td>20</td>
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<td>Group Project/Presentation</td>
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<td>15</td>
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<td>Blackboard Activities</td>
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ASSIGNMENTS:

CHILD CASE STUDY/OBSERVATION PAPER [(CCSS2, 3, ESOL 25; FLECE 27.03; NAEYC 5c; FLESE 61.3, 61.4) (50 POINTS)]:

Your task is to make an observation at a developmental preschool/kindergarten that includes children with developmental delays or disabilities. You should pick out one child that has a disability and base the majority of the observation on this child. You will be required to write a paper describing this observation. There are four main areas that this observation must cover. These include: characteristics of the school, characteristics of the child, recommendations for accommodations and your own personal impressions and reactions.

School characteristics should include:
1. the daily schedule
2. therapies provided
3. certification level of the teachers (Bachelor, Associates, CDA, paraprofessional)
4. teacher/student ratios
5. curricular models used

Child characteristics should include:
1. age of child and age range of child's class
2. types of disabilities
3. description of target child
4. descriptions of child's activities
5. description of child's abilities

Recommendations for accommodations should include:
1. suggestions regarding room/seating arrangements
2. classrooms management techniques for the observed child
3. suggested classroom, curricular and material accommodations for the observed child

Impressions should include:
1. reflection of your feelings during observation towards school and child
2. overall impression about school and this experience
3. information you learned about this child's disability and how it differs from other children.

This paper should be 5 to 6 typed, double-spaced pages, font size no larger than 12.

**REFLECTIONS on OBSERVATIONS [(CCSS2, 3, ESOL 25; FLECE 27.03; NAEYC 5c; FLESE 61.3, 61.4) (4@ 10 points each)]:**
You will be expected to volunteer/observe for 8 hours (2 hours per session) in an early childhood ESE classroom (2y.o. through Kdg) within various programs or school some time during this semester. You must visit at least 4 different classrooms at least one must be within the public school system. You will turn into this instructor a minimum of a two page typed summary/reflection of your time in this classroom. These reflections should be insightful and include what you have learned about young children with special needs.

**GROUP PROJECTS/PRESENTATIONS [(CCSS2, 3, ESOL 25; FLECE 27.03; NAEYC 5c; FLESE 61.3, 61.4) (30 points)]:**
Each student will be assigned to an ongoing base group. The purpose of this group is to act as a support/study group throughout the semester. Group members will be responsible for picking up handouts for their colleagues who are absent. During the course of this semester there may be several small group activities which take place during the regular class time.

Each group will be responsible for **one major group presentation.** This presentation will constitute **20 points out of the 30 possible points.** Topics will be assigned during the first several weeks of class. Each group will be responsible for providing handouts during their presentation, using audio/visual materials and providing a thorough discussion of their topic. This presentation should last about 30 minutes and will be completed by the end of the semester. Class time will be allotted for this project, but out of class group meeting times will also be needed.

Each group will also be responsible for **arranging for a representative from a community agency which deals with young children with special needs to participate as a panel member to be presented during our class.** Each group will receive 5 points for this activity. The **other 5 points** will be given for various in-class group activities and assignments.

**CLASS ATTENDANCE (5 points):**
Students are expected to attend each class and participate actively. If for some reason you are unable to attend please contact this instructor. Also, please make every effort to be on time and stay for the entire class. People entering and leaving the class are a disruption to other students. Please also be aware that continual side talking during group discussions, lectures or videos is a disruption to others.

**Team Building (5 points):**
Each family group is responsible for the planning and implementation of a team building activity during class time. Each family member must have a role in the implementation of this activity. A written description/lesson plan of this lesson must be provided to the instructor and your colleagues.
**Quote of the Day (5 points):**
Each student is responsible for submitting a Quote of the Day at the beginning of their assigned date. The quote must be typed and submitted to the instructor on an 8 ½ x 11” sheet of paper with your name, as well as a copy for all students in the class. These quotes must be related to *Young Children with Special Needs*. The presenter must explain why the quote was chosen and its relevance to teaching, learning, etc.

**Blackboard Activities (15 points):**
Throughout the semester students will be required to take part in various Blackboard activities. Active participation in these activities will be necessary to earn all possible points.

**Quiz (2 @25 points each):**
Two quizzes will be given during the course of this semester. Refer to the syllabus for quiz dates. These exams will be taken in class and cover the material presented both in class and from the textbook or guest lectures. There is no final cumulative exam, the second quiz will only cover that material covered since the first quiz.
Self -Evaluation of Project

Place a + or – sign next to each variable noted below and write comments to support your marks. In addition, write 4-5 sentences on the overall presentation to justify your score. This evaluation form must be submitted with every major project.

Name: ___________________________ Title of Project: ___________________________

1. Contains all required elements

2. Contains a reference page – APA style

3. Evidence of higher level of thinking

4. Utilization of proper spelling, grammar and syntax

5. Be submitted in a pocket folder and includes this self-evaluation
TENTATIVE TOPIC OUTLINE
(Be Sure To Be In Class To Be Aware of Changes)

Week 1: Introduction and knowledge survey:
Course overview, student group activity, history of early intervention
Chapter 1; handouts

Week 2: Goals of Early Intervention, Ecological Framework
Readings and Handouts

Week 3: Blackboard Activities

Week 4: Typical Stages of Early Childhood
Chapter 2 - Dunlap; Handout

Week 5: Etiology of Disabilities
Chapter 3 & 4 - Dunlap; Handouts
**First Reflection Due**

Week 6: Young Children with Special Needs Continued
**Name of Panel Member Due**

Week 7: Concepts of Service Delivery; Teaming, Inclusion

Week 8: The IEP/IFSP process
Chapters 5 & 6 - Dunlap
**Second Reflection Due**

Week 9: Quiz I

Week 10: Panel Presentation
Introduction to DAP; Curriculum Planning

Week 11: DAP continued; Concepts of Play; Strategies
Chapter 12 - Dunlap

Week 12: Teaching Children with Special Needs, Managing Behavior; Dunlap - Chapter 14
**Third Reflection Due**
Group Presentations: Special Populations

Week 13: Group Presentations: Special Populations
Fourth Reflection Due
Week 14 BlackBoard Activities
Work on Observation Paper

Week 15 Catch Up - Review
**Observation Paper Due

Week 16 Quiz 2
### Base Course Record

**Subject:** EEX  Education: Excp. Child-Cr Cmp

**Course Title:** Young Children w/ Special Needs

**Course:** 4201  **Term:** 201305

<table>
<thead>
<tr>
<th><strong>From Term:</strong></th>
<th>201305</th>
<th><strong>Copy</strong></th>
<th><strong>To Term:</strong></th>
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**Course Title:** Young Children w/ Special Needs

**College:** EP  Education USFSP

**Division:**

**Department:** EDS  Exceptional Child Education

**Status:** A  Active

**Approval:**

**CIP:** 131001  Special Education, General

**Prerequisite Waiver:**

**Duration:**

- Continuing Education
- Tuition Waiver
- Additional Fees

**Prerequisite Check Method:**

- Basic or None
- CAPP
- DegreeWorks

- Sullahus Existe

**Hours**

- CEU or Credit: 3.000  
- Billing: 3.000  
- Lecture: None  
- Lab: None  
- Other: None  
- Contact: None

**Repeat Details**

- Limit: 
- Maxim: 
- Repeat Status: NR

### Course Level Record

**From Term:** 201305  **Copy**  **To Term:** 999999

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<thead>
<tr>
<th><strong>Level</strong></th>
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### Grading Mode Record

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<td>A</td>
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From Term: 201305

To Term: 999999

### Course Schedule Type Record

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**Course Supplemental Data Record**

**Subject:** EEK  Education: Exct. Chld-Cr Cmp  **Course:** 4201  **Term:** 201305

**Course Title:** Young Children w/ Special Need

**Supplemental Data**

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<th>Maintenance</th>
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**Account Number:** USFO1STP51172110000  000000000000

**Occupational Course:** 

**Classification:** 

- Cooperative Education

**Course Identifier:**  

**Credit Category:** 

**Institutional Reporting**

- **Element 1:** F - Fixed title
- **Element 2:** 
- **Element 3:** 050 - .50 - Primary
- **Element 4:** 

**Course Description Record**

**From Term:** 201305  **Maintenance**  **To Term:** 999999

**Description**

- Focuses on developing an understanding of the wide range of needs and services for young children with special needs.
# USF ST. PETERSBURG - NEW COURSE PROPOSAL SUBMITTED

**TRACKING NUMBER:** 137  
**DATE/TIME:** 2013-02-21 07:48:39.0

## 1. Department and Contact Information

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<table>
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<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@usfsp.edu">crossman@usfsp.edu</a></td>
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## 2. Course Information

<table>
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<th>Prefix</th>
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<tbody>
<tr>
<td>EEX</td>
<td>4201</td>
<td>Young Children with Special Needs</td>
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- Is the course title variable?  
  - N
- Is a permit required for registration?  
  - N
- Are the credit hours variable?  
  - N

<table>
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<th>Credit Hours</th>
<th>Section Type</th>
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<tbody>
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<td>3</td>
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<td>Regular</td>
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</tbody>
</table>

- **Abbreviated Title** (30 characters maximum)  
  - Young Children w/ Special Need

**Prerequisites**

- none

**Corequisites**

- none

**Co-Prerequisites**

- none

**Course Description**

Focuses on developing an understanding of the wide range of needs and services for young children with special needs.

## 3. Gordon Rule

Does this course meet the **writing** portion of the Gordon Rule?  

- N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).  

- N/A

Does this course meet the **computation** portion of the Gordon Rule?

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm  
2/21/2013
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This course is needed for the proposed new Undergraduate Certificate in Early Childhood and Family Studies. This course will support the BS in Education in which students will receive either a K-12 endorsement in ESE or K-6 endorsement in Elementary Education. However, it is not part of the B.S Program. It will be unique to the COE.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed? This course covers current curricular concepts and interventions related to working with infants, toddlers and young children with disabilities.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
This course is one in a series of four courses for the proposed undergraduate certificate in Early Childhood and Family Studies. There is a dire need for preparation of professionals to work in quality programs for young underserved children.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
no

E. How frequently will the course be offered? What is the anticipated enrollment?
One time/year. The anticipated enrollment is 25-30 students.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
A Masters or professional degree and 18 graduate credit hours in the appropriate discipline

5. Other Course Information

A. Objectives
1. Gain knowledge of early intervention services, including legal mandates. (GC1K1, 2; FLECE 19.02, FLESE 61.1) 2. Develop a working knowledge of appropriate and effective individualized and developmentally appropriate practices for young children with disabilities. (ESOL 25, NAEYC 1b,c, FLECE 34.04, FLESE 61.1, 61.2, 61.4, CC2K1 3. Develop a familiarity with family-focused practices in early years, including IFSP development. (CC1K7, FLECE 27.04, NAEYC 2a,b, FLESE 61.1) 4. Develop an understanding of the various curricular and intervention strategies to meet the individualized needs of infants, toddlers and preschoolers with special needs. (CC4,S3,4, FLECE 27.03, 34.02, NAEYC 3a, 3c, FLESE 61.3, 61.4)

B. Learning Outcomes
• College of Education: Student Learning Outcome 1, 2, 3, 5, 7 • Florida ESOL Competencies 3, 10, 11 • NAEYC 1b, 1c, 2a, 2b, 3a, 3c, 4c, 5c • Florida ESE Competencies 61.1, 61.2, 61.3, 61.4, GC1K1, 2, CC2K1, 7, CC4S 2,3,4 • Florida ECE Competencies 19.02, 27.03, 27.04, 34.09

C. Major Topics

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm

D. Textbooks

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
  o N/A

Exit Requirements
  o N/A

Skills and Dimensions
  o N/A