

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Special Education
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SED 730
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Technology/Strategies for MSD
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/25/2013	Council on Academic Affairs	2/20/2014
College Curriculum Committee	12/3/2013	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	11/26/2013	EFFECTIVE ACADEMIC TERM***	Fall 2014
Graduate Council*	1/16/2014		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The department is in the process of making the Early Childhood Special Education program amenable to a completer program that will service community college students transferring to ECU and will enable revision of the current ECSE IECE program. This course will be used in both. Content in this new course merges content from two current courses. Those courses will be dropped.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Existing personnel will teach the new course.</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs:</p> <p>Library Resources:</p>

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SED 730 Technology/Strategies for MSD. (3)II. Cross-listed as SED 530. The implementation of computer technology and assistive/adaptive devices and strategies for students with multiple and severe disabilities including dual sensory. The use of Milieu language strategies and symbolic/non-symbolic communication in natural environments and daily routines. Credit will not be awarded to students who have credit for SED 530.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SED	730	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1, W, B		N	FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

Prerequisite(s): (List prerequisites only. List combinations below. Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Co-requisite(s) and/or Prerequisite(s) Combination (Use **“and”** and **“or”** literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.

Test Scores

Minimum GPA (when a course grouping or student cumulative GPA is required)

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Special Education
SED 730: Technology/Strategies for MSD CRN:
(3 credit hours)
Semester/Year

A. COURSE DESCRIPTION

The implementation of computer technology and assistive/adaptive devices and strategies for students with multiple and severe disabilities. The use of Milieu language strategies, and symbolic and non-symbolic communication in natural environments and daily routines.

B. TEXT

- C.** Snell, M.E. & Brown, F. (2011). *Instruction of Students with Severe Disabilities, 7th edition*, Pearson, Upper Saddle River, NJ.

D. STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify and discuss the physical and medical, educational, and social/emotional needs of learners with multiple and severe disabilities
2. Demonstrate strategies for supporting development of basic critical skills for students with multiple and severe disabilities.
3. Identify priority learning outcomes related to functional activities for a child who has severe/multiple disabilities.
4. Develop a functional curriculum for children with severe/multiple disabilities in natural environments / Least Restrictive Environment.
5. Acquire information on assistive technology for computer access, daily living activities, and communication
6. Apply standard positioning and positioning modifications for student using assistive devices
7. Choose, design, and make switches for a variety of functional purposes.
8. Adapt materials for use by students with severe/multiple disabilities.
9. Identify research related to best practices in teaching student with multiple and severe disabilities.
10. Assess individual needs related to providing instruction to students with severe/multiple disabilities.

E. EVALUATION METHODS

SED 730

Learning Environment Analysis	30 points
Technology Integration Plan	30 points
Integrated Instructional Activity	30 points
Activity Based Matrices	30 points
Research Paper	40 points
Personal Reflection	20 points
Total Points Possible	180 points

Grading Scale:

Grades will be based on the percentage of points earned from the total.

A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: below 59%

F. STUDENT PROGRESS

All grades will be posted on Blackboard, so that you can monitor your own progress. Mid-term grades will be posted on Banner per university policy.

G. ATTENDANCE POLICY

Class attendance is expected. Consistently arriving on time, being regularly attentive in class and staying until each class meeting is concluded are components of attendance. Coming to class late and leaving class early may be counted as absences. Missing 20% or more of class meetings may result in failure of the course. For this class, 3 missed classes are equal to 20%. You are responsible for providing a reason for absences in order to be given the opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University or professional activity.

H. LAST DAY TO WITHDRAW FROM COURSE: See Colonel's Compass

I. UNIVERSITY DISABILITY STATEMENT

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

J. Official E-mail: An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

K. ACADEMIC INTEGRITY POLICY

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity.

L. COURSE REQUIREMENTS

Class attendance is required, except in cases of significant illness or family emergency. If you are sick or unable to attend class please notify me in advance. *Missing part or all of class may be considered an unexcused absence.*

In addition to attending class, you will be required to complete out-of-class assignments. All assignments must be typed unless otherwise stated. Grades on written assignments will be based on 1) the completeness and accuracy of your information, 2) the soundness and creativity of your ideas, and 3) organization, grammar, and professional writing style.

Specific course requirements are discussed below:

Learning Environment Analysis: Given an instructional setting for students with severe/multiple disabilities, you will critique the setting and suggest modifications to the schedule and environment to align with best practices. (30 points)

Technology Integration Plan: Given a case study of a student with severe/multiple disabilities, you will develop a plan to integrate instructional and assistive technology into the student's program. (30 points)

Integrated Instructional Activity: Given a case study of a student with severe/multiple disabilities, you will an integrated activity to teach multiple learning objectives, outlining methods and materials appropriate to the student and promoting access to the natural environment/least restrictive environment. (30 points)

Activity Based Matrices: Given a case study of a student with severe/multiple disabilities, you will develop an Activity-Based matrix addressing the needs of the child and the embedded learning opportunities within a daily routine

Research paper: You will write a 5 - 7 page research paper related to teaching students with severe/multiple disabilities. The paper will be written following APA (5th edition) guidelines and must include five current (within 5 years) resources from research-based journals. (40 points)

Personal Reflection: You will evaluate your own personal abilities in terms of meeting the instructional needs of students with severe/multiple disabilities and develop a professional growth plan to address your needs. (20 points)

M. COURSE OUTLINE

The following topics will be addressed

The following topics will be addressed

Module 1: Overview of students with multiple/severe disabilities

Module 2: Collaboration with families

Module 3: Teaming with other professionals

Module 4-5: Assessment for instructional planning

Module 6-7: Teaching strategies for students with severe/multiple disabilities

Module 8: Learning environments for students with severe/multiple disabilities

Module 9: Inclusion in the natural environment/least restrictive environment

Module 10: Technology for instruction

Module 11: Prioritizing skill development

Module 12: Functional learning activities

Module 13: Meaningful assessment of instruction

Module 14: Supporting peer relationships

Module 15-16: Legal/ethical/social/cultural issues in instruction