

## Routing for On-Campus Approval of Degree Program Actions

**Type of Action:** Enter "X" for Action Type(s) and list Title and Prefix(s) as indicated

<input type="checkbox"/> New Degree Program	Proposed Program Title _____
<input checked="" type="checkbox"/> New Certificate Program	Proposed Certificate Program Title <u>Graduate Certificate in</u>
<input type="checkbox"/> New Minor Program	Proposed Minor Program Title _____
<input type="checkbox"/> Change in Degree Program Title	Current Degree Program Title _____
<input type="checkbox"/> Change in Certificate Program Title	Current Certificate Program Title _____
<input type="checkbox"/> Change in Minor Program Title	Current Minor Program Title _____
<input type="checkbox"/> Change in Course Prefix	Current Course Prefix _____ Proposed Course Prefix _____
<input type="checkbox"/> Program Discontinuation	
Proposed Effective Date _____	Program Contact: _____
Proposed CIP Code (see <a href="https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55">https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55</a> ): _____	

**Routing of Action:** Indicate date when the following occurs

**Completed Appendix A and 1-page Concept Paper**

\_\_\_\_\_ Council of Dean's- Approval to Plan

**Completed Proposal**

PS Department Head endorses\*

AC College Curriculum Committee (undergraduate or graduate) recommends\*

ESV College Dean endorses\*

**Proposal moves to Undergraduate or Graduate office for routing**

TISM Recommended by Vice Provost, DELTA, if applies\*

\_\_\_\_\_ Substantive Change Review Team (SCRT) informed

\_\_\_\_\_ If SACS notification is required, SCRT prepares letter for Chancellor to send to SACS

\_\_\_\_\_ University Courses & Curriculum Committee or Administrative Board of the Graduate School recommends

\_\_\_\_\_ Associate Deans Council or Graduate Operations Council informed

\_\_\_\_\_ Dean (Graduate School or DASA) approves\*

**Proposal move to the Provost's office for routing**

\_\_\_\_\_ Vice-Provosts informed

\_\_\_\_\_ Deans' Council recommends\*

\_\_\_\_\_ Provost approves\*

\_\_\_\_\_ Chancellor's Executive Officer's (EOM) recommend

\_\_\_\_\_ University Council informed

\_\_\_\_\_ Board of Trustees subcommittees recommend

\_\_\_\_\_ Chancellor approves\*

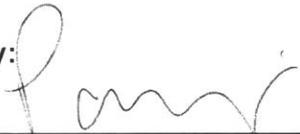
\_\_\_\_\_ Accreditation Liaison notifies SACS, if applicable

\_\_\_\_\_ Submitted to UNC-General Administration by Provost's Office

\* Signature is required on the signature page for the action

**GRADUATE CERTIFICATE IN SPECIAL EDUCATION**  
**North Carolina State University**

This request has been reviewed and approved by the appropriate campus committees and authorities.

**Endorsed By:**  PAOLA SZTAJN 2/9/16  
\_\_\_\_\_  
Head, Department/Director of Graduate Program (Printed Name and Signature) Date

**Recommended By:**  Aaron C. Clark 5/31/16  
\_\_\_\_\_  
Chair, College Graduate Studies Committee (Printed Name and Signature) Date

**Endorsed By:**  ELLEN SVASU 5-31-16  
\_\_\_\_\_  
College Dean (Printed Name and Signature) Date

**Recommended By:**  Thomas S. Miller III 7/28/16  
\_\_\_\_\_  
Vice Provost, DELTA (if DE degree) (Printed Name and Signature) Date

**Approved By:**  
\_\_\_\_\_  
Dean of the Graduate School (Printed Name and Signature) Date

**Recommended By:**  
\_\_\_\_\_  
Dean's Council (Printed Name and Signature) Date

**Approved By:**  
\_\_\_\_\_  
Provost (Printed Name and Signature) Date

**Approved By:**  
\_\_\_\_\_  
Chancellor (Printed Name and Signature) Date

NC State University  
Certificate Proposal Form

Certificate Title: Graduate Certificate in Special Education: Multi-Tiered Systems of Support

New: YES

Revision:

Classification of Instructional Programs (CIP) Discipline # (6 digits): **13.1001**

\*Please ensure that you select the appropriate CIP code for your certificate program. Please consult this website for more information about CIP codes:

<https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

Certificate Type:

On-Campus : **Distance: X** On-Campus & Distance:

Proposed Effective Date: **August 15, 2017**

Director of the Certificate Program: **Edward J. Sabornie** Program Coordinator (if different from Director):

Graduate Services Coordinator: **Irene Armstrong**

College: **Education**

Departmental Program : **Teacher Education and Learning Sciences**

Catalog Description:

The intent of the program is to provide post-baccalaureate students with knowledge related to 21<sup>st</sup> century special education service delivery in the schools. The certificate program courses include foci on the contemporary, evidenced based intervention concepts of Multi-Tiered Systems of Support (MTSS), as well as Positive Behavior Intervention and Support (PBIS) and, to a lesser degree, Response to Intervention (RtI).

Projected Enrollment:

On-Campus Yr. 1-\_\_ Yr. 2-\_\_ Yr. 3-\_\_ Yr. 4-\_\_

Distance Yr. 1-\_\_ Yr. 2-\_\_ Yr. 3-\_\_ Yr. 4-\_\_

Attachments :

- X Proposal Document
- 0 Statement of other departments likely to be affected and summary of consultation with those departments
- X Program-level assessment
- X Campus Routing Form
- X Signature Page

FOR REVIEW BY GRADUATE STUDY COMMITTEE  
Proposal for a Graduate Certificate in Special Education

### **Introduction and Justification**

The proposed **Graduate Certificate in Special Education: Implementing Multi-Tier System of Supports (GCSE-MTSS)** is the first fully online program in Special Education to be offered by the Department of Teacher Education and Learning Sciences in the College of Education at NC State. The creation of this program addresses a critical and current need in public education. New policies and regulations now require all educators to attend to the needs of all students, including those with disabilities and special needs. Educators (e.g., teachers, school leaders, counselors, administrators, etc.) now find themselves in situations where basic knowledge of special education is necessary. Such situations, together with the plan from the NC Department of Public Instruction (NCDPI) to implement a Multi-Tier System of Support (MTSS) across the state of North Carolina, create a unique demand for advanced training such as proposed by the Graduate Program in Special Education through the Graduate Certificate Program described below.

### **What is the Multi-tiered System of Supports Model?**

In 1975, Congress passed landmark legislation (through Public Law 94-142) that mandated that every child in the United States is entitled to a free and appropriate public education (FAPE). This law (now known as the Individual with Disabilities Education Act - IDEA) is typically considered equal to the *Brown v. the Board of Education* decision of the United States Supreme Court. In the ensuing years and reauthorizations of IDEA, various models have been developed related to how best to achieve the goal of FAPE for all students in public education settings. One of these approaches, focused on curriculum and instruction in K-12 education, is known as "Response to Intervention" (RtI). A second approach, focused on developing positive behaviors in students as a means of accomplishing an effective classroom management system, is "Positive Behavioral Interventions and Supports" (PBIS). Each of these models is designed for implementation in the general education system as a gatekeeping function to prevent students with academic and behavioral difficulties from being referred directly into special education (which often happened in the years prior to the safeguards put in place by the law). RtI and PBIS have been the dominant approaches to dealing with students with emerging issues that place them at risk for school failure, referral to special education, and unfavorable lifelong outcomes. While highly successful in many aspects, RtI and PBIS have often operated as two separate systems within individual schools and local education agencies. The most effective principles and practices of both approaches have been combined into a comprehensive model, known as the Multi-tiered System of Supports Model (MTSS). To prevent school failure and promote the wellbeing of all students, MTSS is embedded in the following principles: (1) school-wide academic and behavior instruction for all students; (2) universal screening of all students for early detection of needs; (3) frequent monitoring of progress for all students; (4) data-based decision making for all students related to instruction, movement within the multi-level system, and disability identification (in accordance with state law and rules and regulations). The goal of MTSS is to implement high quality, evidence-based practices

on school-wide and system-wide basis for each student in the general education system as soon as problems begin to appear. By emphasizing the responsibilities of general education through MTSS, a measurable reduction in the number of students who are inappropriately referred to special education is expected.

In 2013, North Carolina adopted a comprehensive MTSS umbrella model that includes three tiers of intervention services based on measured intensity of need. The levels of service are: Tier 1 - High-Quality Classroom Instruction, Screening, and Group Instruction; Tier 2 - Targeted Interventions; and Tier 3 - Intensive Interventions and Comprehensive Evaluation.

### **How the proposed Certificate Program addresses the Shortage of Well-Trained Educators in North Carolina**

The proposed GCSE at NC State will form the foundation for widespread dissemination and application of knowledge of MTSS, thereby promoting advanced skills for all educators who elect to be program participants.

In the past, educational initiatives across the United States (as well as in North Carolina) have fallen short for two primary reasons: (a) lack of understanding and buy-in from those who are responsible for implementing the initiatives, and (b) lack of participation of educators in the decision making process that required them to consider how classroom instructional and behavioral pedagogies and practices are linked to the social service elements of school systems. The MTSS framework requires that all key stakeholders in the district (e.g., superintendents, curriculum directors, principals, teachers, instructional support personnel, student services personnel) change the way in which they have traditionally worked by arriving at consensus regarding the importance of MTSS implementation and commit to its adoption and sustainability. To do so, school districts will need to create an infrastructure to support the mandated MTSS system that requires training to enhance the skills of all educators. The MTSS model in North Carolina is only in the second year of implementation (with full implementation set for 2020). This provides an ideal climate in which to offer formal training in the model via the availability of an online Graduate Certificate Program focused on MTSS.

Teachers with licensure in special education are in high demand across North Carolina (and in every other state). The U.S. Department of Education has consistently reported shortages of special education teachers in North Carolina for the past 25 years. (See <http://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf> , p. 117, for NC data as of 2015, the most recent year reported.)

The proposed GCSE will directly address the statewide initiative in general education for all public schools in North Carolina to create positive environments that nurture and enable all students to be successful, reduce the number of inappropriate referrals to special education, decrease the number of school dropouts, and close the well documented academic and behavioral discrepancy gaps between and across racial, ethnic, and cultural subgroups.

We anticipate that the Certificate program will become a portal through which a substantial number

of participants may ultimately pursue a Master of Education and add-on licensure in special education.

### **Special Education Certificate Programs at other IHEs within the University of North Carolina**

Several Graduate Certificate programs (and one Professional Development Credential) in special education exist within various institutions of the University of North Carolina system. However, no program has the same goals and online access as the proposed NC State GCSE-MTSS program.

Institutions that offer graduate certificates or a professional credential in special education for individuals beyond the bachelor's degree level include: Appalachian State University (ASU), East Carolina University (ECU), UNC-Charlotte (UNC-C), UNC-Greensboro (UNC-G), and Western Carolina University (WCU). These peer programs vary in number of required courses, method of delivery and length of time to completion. Importantly, the foci of the Certificate programs (not the WCU Professional Credential Program) are on specific areas, such as General Curriculum licensure or Autism, and are not intended or designed to do what the proposed NC State program seeks to accomplish.

### **Administration**

The Certificate program will reside in the Department of Teacher Education and Learning Sciences (TELS), under the management of the Graduate Program in Special Education.

### **Coordinator**

Edward J. Sabornie, Ph.D., Professor and present Coordinator of the Graduate Program in Special Education in TELS, will initially be appointed to coordinate the GCSE program.

### **Responsibilities of Coordinator**

While the acting Coordinator of the Graduate Program in Special Education will also serve as the Coordinator of the GCSE, all the special education faculty in TELS will also consult, participate, and share the workload related to the following activities:

- Approving all student admissions to the GCSE, based on admission requirements
- Maintaining correspondence with Certificate applicants and participants
- Verifying that program participants meet program completion requirements
- Serving as the Liaison with academic department and the Graduate School
- Developing and maintaining web and brochure descriptions of the GCSE
- Meeting to consider policy changes
- Contributing to the preparation of the Annual Report for TELS per request from Head

### **Goal of the Proposed Graduate Certificate Program in Special Education**

The primary goal of the GCSE is to prepare highly informed and skilled program participants (teachers, administrators and allied school service providers) to effectively implement a MTSS for K-12 public schools. Specific attention will be focused on the MTSS approach adopted by the

NCDPI. The faculty in the Graduate Program in Special Education has established a close working relationship with NCDPI. Members of the faculty have been involved in the task forces related to the adoption of MTSS.

## **Academic Admission Requirements**

### **Full Admission**

Applicants must:

- Hold an undergraduate degree from a regionally accredited college or university;
- Have a GPA of at least a 3.0 on a 4.0 scale in either the major field of study or have a GPA of 3.0 derived from the last 60 credits of undergraduate study, OR hold a Master's degree from a regionally accredited college or university; and
- Hold a current NC license in teaching, counseling, school administration or a related professional field.

Students who are admitted into the GCSE are entitled to the full protection of rights extended to any student at NC State. Reasonable accommodations will be made for students with verifiable disabilities who are registered with Disability Services for Students.

### **Application Process**

#### **Graduate School Admission Requirements**

- Completed online application for admission to the Graduate School of NC State (including three letters of reference);
- Official Transcripts of all undergraduate, post baccalaureate, and graduate work (if any).

#### **Department/Program Admission Requirements**

- Completed online Certificate Application submitted directly to the Coordinator of the Certificate Program in the Department of Teacher Education and Learning Sciences (will be available online at the TELS website, linked to Graduate Program in Special Education). The Certificate Application will require: (a) resume that identifies educational preparation and professional employment and experiences, (b) professional goals statement indicating how the GCSE will enhance job performance or career development, and (c) projected timeline for completing Certificate requirements. Faculty may request interviews with applicants (conducted in person, via telephone conferencing, online via teleconferencing, etc.) prior to making an admission decision.

#### **Curriculum\***

The GCSE is composed of 12 credit hours of graduate-level course work. No transfer credits from other institutions are allowed as substitutes for any NC State course.

**Required core courses:**

- ECI 585 Education of Exceptional Children (3 credits)
- ECI 571 (proposed title revision: "Instructional Strategies for Exceptional Learners" (3 credits). See attached Course Revision.
- ECI 573 Applied Behavior Analysis for Teachers (3 credits)

**Elective courses:** Student (and adviser) may select one of the following courses:

- ECI 584 Intervention for Behavior Problems of Students with Disabilities (3 credits)
- ECI 576 Teaching Functional and Life Skills to Students with Disabilities (3 credits)

**\*Attached Course Revisions reflect the integration of MTSS in each core and elective course.**

**Applying GCSE-MTSS Courses to a Graduate Degree at NC State**

Academic success in the GCSE-MTSS may have a strong bearing on admission to a graduate degree program, but completion of the Certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process, and with a different set of criteria.

Courses within the GCSE-MTSS may be applicable to other NC State graduate degree programs. However, the decision related to applicability/transferability is at the discretion of the faculty in each degree program. Courses satisfactorily completed (with an earned grade of "B" or better) will be accepted in the Master of Education degree program in special education, if all other criteria are met.

**Program Completion Requirements**

Completion of the GCSE-MTSS requires a minimum overall GPA of 3.0 in the program. None of the courses may be taken "for credit only." All GCSE requirements must be completed within the first four calendar years after the student begins the coursework. All Certificate students are expected to maintain continuous enrollment every semester (excluding summer sessions) until all course work is completed. Under unusual circumstances, a one-semester leave of absence will be granted if the student is unable to continue as a result of extenuating or hardship circumstances. In such cases, written approval from the Certificate Coordinator and the TELS Director of Graduate Programs must be obtained before the beginning of the semester. Ultimately, approval for a one-semester leave rests solely with the Graduate School.

When all required Certificate coursework is completed, the program coordinator submits the

Graduate Student Certificate Plan Data Entry Form to the Graduate School for processing of the certificate.

Note: Students who are enrolled in the graduate certificate can later pursue a degree in Special Education at NC State (Master of Education in Special Education or Master of Arts in Teaching: Special Education).

### **Projected Enrollments\***

Year One      3-5  
Year Two      6-8  
Year Three    8-10  
Year Four     10-15

\*The projected enrollments are based on the data maintained by program faculty related to the number of inquiries we have received during the recent two years.

### **Program Evaluation**

The GCSE:MTSS program will be evaluated through the following methods: (1) time from enrollment to program completion data provided annually by Graduate School; (2) student course evaluation data available each semester to instructors and department administration; (3) student exit interviews conducted by program faculty; (4) annual data from NCDPI; (5) annual report of the Coordinator.

**(Also see Appendix A below)**

### **Graduate Catalog Description**

The intent of the program is to provide post-baccalaureate students with knowledge related to 21st century special education service delivery in the schools. The certificate program courses include foci on the contemporary, evidenced based intervention concepts of Multi-Tiered Systems of Support (MTSS), as well as Positive Behavior Intervention and Support (PBIS) and, to a lesser degree, Response to Intervention (RtI).

### **Resources**

#### **Tuition and Fees**

No fees will be charged over and above the normal costs of registering for NC State University graduate courses (as available through NC State websites for Registration and Records and Distance Learning).

#### **Faculty**

GCSE required courses will be taught by graduate-level faculty (to include tenure track, non tenure track, clinical and adjunct members with specialized expertise) in the TELS Department. Each faculty member will meet the eligibility requirements of the Graduate School related to teaching.

### **Program or Policy Changes for the Certificate Program**

The Coordinator will engage faculty in a process of ongoing review of the Certificate Program. The Program faculty will determine changes in the GCSE-MTSS curriculum and related procedures. Substantive changes from the approved program will be reviewed, as appropriate, by the TELS faculty and the Graduate Studies Committee in the College of Education that will forward the revisions to the Graduate School.

## APPENDIX A—ASSESSMENT AND EVALUATION PLAN

### Outcomes Assessment Plan

#### Objectives

1. In this certificate program, students will learn concepts of Multi-tiered System of Supports Model (MTSS) and apply those concepts to their roles as teachers, administrators, and allied school service professionals in the field of education.
2. The certificate program will provide an educational experience that satisfies the expectations of its graduates

#### Objectives and Outcomes

1. By the time they complete this certificate program, graduates will be able to:
  - Explain the major issues involved in educating students with special needs (K-12) in public school settings;
  - Discuss the concepts underlying the MTSS approach to public education in North Carolina;
  - Describe the correct implementation of applied behavioral and instructional management techniques of students with special needs K-12;
  - Participate as effective members of MTSS teams within K-12 school settings.
2. At the time they complete the GCSE program, students will:
  - express measurable satisfaction with the usefulness of the Certificate program in enabling them to achieve their professional goals as stated in their application;
  - express measurable satisfaction with the appropriateness of the courses in providing the knowledge and skills they anticipate needing for their professional goals;
  - express measurable satisfaction with the frequency and timeliness of courses offered in the Certificate;
  - express measurable satisfaction with the quality of advising and teaching in Certificate program;
  - express measurable satisfaction with their overall educational experience in the Certificate program;

- express measurable sufficient satisfaction with the Certificate program to recommend it to others with the same professional goals;

### Proposed Evaluation Plan

**Objective 1.** In this certificate program, students will learn concepts of Multi-tiered System of Supports Model (MTSS) and apply those concepts in course activities, and in their roles as teachers, administrators, and allied school service professionals in the field of education.

Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
Explain the major issues involved in educating students with special needs (K-12) in public school settings;	Class assignments and Exam (ECI 585)	Students	As produced
Discuss the concepts underlying the MTSS approach to public education in North Carolina, and be able to apply its concepts in course assignments (e.g., demonstrating the correct way a teacher would conduct an functional behavioral assessment on a student with a learning and behavior problem);	Class assignments and Exams; Case Studies and Simulations (ECI 585)	Students	As produced
Describe the correct implementation of applied behavioral and instructional management techniques of students with special needs K-12, and be able to apply such concepts in course assignments (e.g., demonstrating the appropriate way in which to conduct an applied behavior analysis study with a student);	Class assignments and Exams; Case Studies and Simulations in ECI 571 and ECI 573 (required core courses); ECI 584; ECI 576 (elective courses)	Students	As produced
Participate as effective members of MTSS teams within K-12 school settings, and be able to demonstrate and apply such ability in course assignments (e.g., being able to present behavioral data collection results on a student to other “team members” in the course);	Class assignments and Exams; Case Studies and Simulations in ECI 571 and ECI 573 (required core courses).	Students	As produced

**Objective 2.** The Certificate will provide an educational experience that satisfies the expectations of the graduate students who complete the program.

<b>Outcome</b>	<b>Evidence to be Collected</b>	<b>Source of Evidence</b>	<b>Frequency of Collection</b>
Express measurable satisfaction with the usefulness of the Certificate program in enabling students to achieve their professional goals	Exit interview administered by Certificate program faculty; exit survey administered by Graduate School.	Students	Upon certificate completion
Express measurable satisfaction with the appropriateness of the courses in providing the knowledge and skills they anticipate needing for their professional goals.	Exit interview administered by Certificate program faculty; exit survey administered by Graduate School.	Students	Upon Certificate completion
Express satisfaction with the frequency and timeliness of courses offered in the Certificate program.	Exit interview administered by Certificate program faculty; exit survey administered by Graduate School.	Students	Upon certificate completion
Express measurable satisfaction with the quality of advising and teaching in Certificate courses.	Exit interview administered by Certificate program faculty; exit survey administered by Graduate School.	Students	Upon certificate completion
Express measurable satisfaction with the overall educational experience of the Certificate program.	Exit interview administered by Certificate program faculty; exit survey administered by Graduate School.	Students	Upon certificate completion
Express measurable sufficient satisfaction with the Certificate program to recommend it to others with the same professional goals	Exit interview administered by Certificate program faculty; exit survey administered by Graduate School.	Students	Upon certificate completion

Date Submitted: 03/26/16 8:31 am

Viewing: **ECI 571 : Instructional Strategies for Students with Disabilities ~~Methods and Materials In Learning Disabilities~~**

Last edit: 08/02/16 1:12 pm

Changes proposed by: ssosborn

Catalog Pages referencing this course	<a href="#">Curriculum and Instruction (ECI)</a> <a href="#">Department of Teacher Education and Learning Sciences (TELS)</a> <a href="#">English Teacher Education</a> <a href="#">French Teacher Education</a> <a href="#">Middle Grades Language Arts and Social Studies Program (MSL)</a> <a href="#">Spanish Teacher Education</a>	
Change Type	<b>Major</b>	
Course Prefix	ECI (Curriculum and Instruction)	
Course Number	571	
Course ID	006672	
Dual-Level Course	No	
Cross-listed Course	No	
Title	<b>Instructional Strategies for Students with Disabilities <del>Methods and Materials In Learning Disabilities</del></b>	
Abbreviated Title	<b>Academic Methods for Spec Ed <del>Meth &amp; Mat in LD</del></b>	
College	College of Education	
Academic Org Code	Curriculum, Instruction & Counselor (13ECI)	
Term Offering	Fall Only	
Year Offering	<b>Offered Every Year</b>	
Effective Date	Spring 2017	
Previously taught as Special Topics?	No	
Course Delivery	<b>Distance Education (DELTA)</b> <b>Online (Internet)</b>	
Grading Method	Graded/Audit	
Credit Hours	3	
Course Length	<b>16</b> weeks	
Contact Hours (Per Week)	<b>Component Type</b>	<b>Contact Hours</b>
	Lecture	3.0
Course Is Repeatable	No	

In Workflow

1. 13ECI Grad Head
2. mmmartin
3. CED CC Coordinator GR
4. CED CC Meeting GR
5. CED CC Chair GR
6. CED Final Review GR
7. CED Dean GR
8. ABGS Coordinator
9. ABGS Meeting
10. ABGS Chair
11. Grad Final Review
12. PeopleSoft

Approval Path

1. 04/01/16 6:51 pm  
Paola Sztajn (psztajn):  
Approved for 13ECI  
Grad Head
2. 06/24/16 1:29 pm  
Mary Morris  
(mmmartin): Approved  
for mmmartin
3. 06/24/16 1:37 pm  
Mary Morris  
(mmmartin): Approved  
for CED CC Coordinator  
GR
4. 06/24/16 1:38 pm  
Mary Morris  
(mmmartin): Approved  
for CED CC Meeting GR
5. 06/24/16 1:49 pm  
Aaron Clark  
(aaron\_clark):  
Approved for CED CC  
Chair GR
6. 06/30/16 4:06 pm  
Mary Morris  
(mmmartin): Approved  
for CED Final Review  
GR
7. 06/30/16 4:23 pm  
Ellen Vasu  
(ellen\_vasu): Approved  
for CED Dean GR
8. 08/02/16 1:13 pm  
George Hodges

Instructor Name **Edward J. Sabornie, Ph.D.**  
 Instructor Title **Professor**  
 Grad Faculty Status **Full**  
 DELTA/Online Enrollment:

Approved for ABGS  
 Coordinator

Delivery Format	Per Semester	Per Section	Multiple Sections?	Comments
LEC	20	20	No	This is an online class that involves lecture via Mediasite and Collaborate as well as synchronous and asynchronous discussion, video clips. It also involves some field work, however, "lecture" appears to best capture course delivery.

Course Prerequisites, Corequisites, and Restrictive Statement **Graduate status**  
 Is the course required or an elective for a Curriculum? **Yes**~~No~~

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
13ECI	Graduate Program in Special Education: MEd	Required
Graduate Certificate in Special Education	Proposed Graduate Certificate in Special Education	Required
13MAT	Graduate Program in Special Education: MAT	Required

Catalog Description **Methods** ~~Current methods~~ and materials for ~~the~~ teaching students with ~~learning~~ disabilities in elementary and ~~and/or~~ secondary school. ~~schools, including curriculum and instructional techniques.~~ Focus on **research-supported instructional strategies for teaching academic skills, Universal Design for Learning, implementation examination of appropriate academic interventions, commercial materials and evaluation development of instructional outcomes within the context of Response to Intervention and Multi-Tier Systems of Supports.** ~~teacher-made materials for use with students with learning disabilities.~~

Justification for each revision: Course title: The new title reflects the change in our Masters' programs to combine three licensure areas (Intellectual Disabilities, Specific Learning Disabilities, and Emotional/Behavioral Disorders) under the State's Special Education-General Curriculum license as schools in North Carolina adopted more cross-categorical programs for students with disabilities. Research indicates that methods originally developed for students with Specific Learning Disabilities are effective for students with other learning challenges and are widely used in cross-categorical settings.

Abbreviated Title: Wording for the abbreviated title was changed to align with the revised course title and the broader focus on special education.

Catalog description: The catalog description was edited to include greater emphasis on research-supported

activities and assignments designed to align with new North Carolina licensure requirements.

Emphasis on Multi-Tier System of Supports (MTSS): The course has always focused on research-supported approaches to developing and implementing academic interventions that are components of the MTSS model for delivering services. Using current academic language and focus on the MTSS model aligns the course with state and national Special Education priorities.

Does this course have a fee? No

Consultation

Instructional Resources Statement

**This course has been taught originally as face-to-face, but has evolved to a hybrid format and is being redeveloped (with assistance from a DELTA IDEA grant) for fully online delivery. No additional resources will be required to offer this class.**

Course Objectives/Goals

**Course objectives are to teach the following knowledge and skills within the context of MTSS**

**1. Evaluation of special education intervention research reported in peer-reviewed journals for classroom application to support the education of students with disabilities or at risk for academic failure. (LEADSERVE 2, 3, 5, 7, 9);**

**2. Identification of strengths and weaknesses of common instructional techniques for students with disabilities. (LEADSERVE 1, 2, 3, 5);**

**3. Identification of academic strengths and challenges for individual students, including students' current levels of functioning. (LEADSERVE 3, 5, 6, 8, 9);**

**4. Examination of techniques implementing intervention, monitoring student performance and instructional effectiveness, and communicating results to students, parents, and other professionals. (LEADSERVE 2, 6, 7, 9);**

**6. Identification of resources available to support teachers in implementing effective instruction for students with disabilities. (LEADSERVE 1, 2, 3, 9).**

Student Learning Outcomes

**Students will:**

**1. Students will review and select research-based interventions for students in MTSS Tiers II and III. (Research to Practice/Lesson Plan), (LEADSERVE 2, 3, 5, 7, 9);**

**2. Translate educational research into practice by identifying instructional strategies supported in the research literature, translating them into classroom instructional procedures (Research to Practice/Lesson Plan), and evaluating instructional outcomes (LEADSERVE 1, 2, 3, 4, 5, 6, 9);**

**3. Analyze commercially available materials (Materials Review) in regard to use with students with disabilities that address their strengths and needs including task analysis, sequences of examples, practice opportunities, and test examples (LEADSERVE 1, 2, 3, 5, 9);**

**4. Demonstrate facility in evaluating and implementing examples of direct instruction (Instructional Video Project) (LEADSERVE 2, 3, 5, 9);**

**5. Describe the rationale for and give examples of teaching academic learning strategies to students with academic disabilities (LEADSERVE 1, 2, 3, 4, 5);**

evaluate and modify instruction as appropriate (CBM Semester Project and Presentation) and report project results (LEADSERVE 2, 3, 5, 6, 8, 9).

Student Evaluation Methods	Evaluation Method	Weighting/Points for Each	Details
	Written Assignment	15	Proposal for the semester-long intervention project (Curriculum-Based Measurement)
	Written Assignment	35	Evaluation of commercially available curriculum materials developed to teach reading or math content to students with disabilities based on extensive research compiled by the Institute of Educational Studies
	Written Assignment	25	Development of a lesson plan designed to address specific academic challenge of a student with disabilities incorporating research-supported instructional methods. Lesson plan must be developed from an intervention research or research-to-practice article appearing in a peer-reviewed journal.
	Project	70	Written report of semester-long intervention project designed to address and improve identified academic needs of an individual with a high incidence disability, implementing curriculum-based measurement (CBM), following educational journal format (APA).
	Project	25	This assignment incorporates a video of a 10-minute instructional segment (from the project intervention) which will be shared with a small working group of students who will view and discuss the video. The student will submit the video to me along with a self-evaluation of the instructional video. I am currently working with DELTA and universal council to ensure that we meet FERPA standards for protection.)
	presentation	15	On line presentation of the CBM project, including statement of the academic problem, description of the intervention, outcomes, and reflection. (Recording of oral presentation and poster)
	Participation	15	Participation in introduction and in virtual discussions, project update forums throughout the semester.

Topical Outline/Course Schedule	Topic	Time Devoted to Each Topic	Activity
	Overview of course focusing on course requirements	Week 1	Review of syllabus and website, library tools, university resources. Forum: Student introductions Website review and checklist
	Multi-Tier System of Support (MTSS)	Week 2	Readings on history of MTSS model, critical elements for implementation, elements of research-supported instructional models, North Carolina training and implementation; view video on NC implementation of

Research Supported Elements of Effective Instruction	Week 3	<p>Readings: research on direct explicit instruction in foundation skills; research on effective instructional strategies</p> <p>Complete IRIS Modules I and II on Evidence Based Practice (EDP). Participate in small-group, student-led discussion of EDP and school-based experience. Review commercial educational materials and submit review.</p>
Curriculum Based Measurement (CBM)	Weeks 4 & 5	<p>Complete assigned readings; participate in synchronous lecture/discussion of CBM, its role in MTSS, application in edTPA; explicit guidelines for completing signature course intervention project.</p> <p>Identify participant for project, target instructional goal, complete IRIS Modules I and II on Classroom Assessment; participate in individual online consultation with instructor regarding intervention plan. Submit CBM project proposal.</p>
Strategies for Foundations of Reading	Weeks 6 & 7	<p>Readings: National Reading Panel Report on beginning reading; Reading Intervention Research on phonemic awareness, phonics, word study and building reading fluency; view video clips from Reading Rockets. Report on CBM project progress on Project Update Forum</p>
Strategies for Reading Comprehension	Weeks 8 & 9	<p>Reading research articles on reading comprehension and classroom strategies; view teaching videos on reading comprehension strategies (<a href="http://readingrockets.org">readingrockets.org</a>); complete IRIS modules on Peer Assisted Learning and Teaching Vocabulary and Comprehension. Report on CBM project progress on Project Update Forum. Submit lesson plan assignment.</p>
Strategies for Written Expression	Week 10	<p>Complete readings; listen to podcast by Dr. Steve Graham; Complete IRIS Module on Written Expression; participate in Written Expression forum on effective classroom strategies.</p>
Video lesson	Week 11	<p>Complete instruction video; participate in peer review of videos; and submit video and reflection.</p>
Foundations of Arithmetic and Mathematics	Week 12	<p>Complete readings; complete IRIS module High-Quality Mathematics Instruction: What teachers should know.</p> <p>View strategy video: How to Teach Math as Social Activity.</p>
Multiplication, Fractions, Percent & Proportional Reasoning	Week 13	<p>Complete Readings; Review NC Mathematics Standards; Complete IRIS Model: RTI for Mathematics;</p> <p>Participate in Project Update Forum.</p>
Pre-Algebra and Algebra Concepts	Week 14	<p>Complete Readings; View video Algebra Team: Teacher Collaboration</p> <p>Complete case study algebra (Part 1) Applying Learning Strategies to Beginning Algebra (IRIS Module).</p>

Self-Regulation and Self-Monitoring	Week 15	<p>Complete Readings; view collaborate presentation with PowerPoint on Self-Regulation and Self-Monitoring.</p> <p>Participate in Self-Regulation?Self-Monitoring Fourm</p>
Final Project Due	Week 16	<p>Complete and submit CBM Project</p> <p>Post your poster overview of your project along with your 5-minute oral presentation on the forum for your working group.</p>
Syllabus		<a href="#">ECI_571_Syllabus_Courserevision(3_25).docx</a>
Additional Documentation		
Additional Comments		<p><b>mInosbis 8/2/2016: No overlapping courses. No consultation required.</b></p> <p><b>ghodge 8/2/2016 Ready for ABGS reviewers, but add the generic statement #14 from the syllabus checklist to the syllabus</b></p>
Course Reviewer Comments		<p><b>psztajn (02/25/16 8:05 am):</b> Rollback: Susan, Like the other three courses in the certificate that were just approved, can you change the maximum enrollment to 20 students? Contact me and I will be glad to discuss the reasons.</p> <p><b>mmmartin (03/15/16 2:09 pm):</b> GSC rollback to Susan Osborne to edit syllabus. Special Note CED Department name change to Teacher Education and Learning Sciences (TELS).</p> <p><b>mmmartin (03/15/16 2:10 pm):</b> Rollback: See notes at the bottom of CIM about updating the syllabus.</p>

Key: 1963

Date Submitted: 03/25/16 5:23 pm

Viewing: **ECI 573 : Applied Behavior Analysis & Positive Behavior Intervention and Support in Schools for Teachers**

Last edit: 08/02/16 1:25 pm

Changes proposed by: ejsaborn

In Workflow

1. ABGS Coordinator
2. mmmartin
3. 13ECI Grad Head
4. CED CC Coordinator GR
5. CED CC Meeting GR
6. CED CC Chair GR
7. CED Final Review GR
8. CED Dean GR
9. ABGS Coordinator
10. ABGS Meeting
11. ABGS Chair
12. Grad Final Review
13. PeopleSoft

Approval Path

1. 03/29/16 9:27 am  
Melissa Nosbisch (mInosbis): Approved for ABGS Coordinator
2. 06/24/16 1:30 pm  
Mary Morris (mmmartin): Approved for mmmartin
3. 06/30/16 3:07 pm  
Paola Sztajn (psztajn): Approved for 13ECI Grad Head
4. 06/30/16 3:51 pm  
Mary Morris (mmmartin): Approved for CED CC Coordinator GR
5. 06/30/16 3:52 pm  
Mary Morris (mmmartin): Approved for CED CC Meeting GR
6. 06/30/16 4:03 pm  
Aaron Clark (aaron\_clark): Approved for CED CC Chair GR
7. 06/30/16 4:06 pm  
Mary Morris (mmmartin): Approved for CED Final Review GR
8. 06/30/16 4:24 pm

Catalog Pages referencing this course

- [Curriculum and Instruction \(ECI\)](#)
- [Department of Teacher Education and Learning Sciences \(TELS\)](#)
- [English Teacher Education](#)
- [French Teacher Education](#)
- [Middle Grades Language Arts and Social Studies Program \(MSL\)](#)
- [Spanish Teacher Education](#)

Change Type: **Major**

Course Prefix: ECI (Curriculum and Instruction)

Course Number: 573

Course ID: 006674

Dual-Level Course: No

Cross-listed Course: No

Title: Applied Behavior Analysis & Positive Behavior Intervention and Support in Schools for Teachers

Abbreviated Title: **ABA and PBIS in Schools-App Beh Anal Teach**

College: College of Education

Academic Org Code: Curriculum, Instruction & Counselor (13ECI)

Term Offering: Fall Only

Year Offering: **Offered Every Year**

Effective Date: Fall 2016

Previously taught as Special Topics?: No

Course Delivery: **Distance Education (DELTA) Online (Internet)**

Grading Method: Graded/Audit

Credit Hours: 3

Course Length: 16 weeks

Contact Hours (Per Week)	Component Type	Contact Hours
	Lecture	3.0
	Lecture	3

for Credit  
 Instructor Name **Edward J. Sabornie, Ph.D.**  
 Instructor Title **Professor**  
 Grad Faculty Status **Full**  
 DELTA/Online Enrollment:

(ellen\_vasu): Approved for CED Dean GR  
 9. 08/02/16 1:25 pm  
 George Hodge  
 (george\_hodge): Approved for ABGS Coordinator

Delivery Format	Per Semester	Per Section	Multiple Sections?	Comments
LEC	20	20	No	In the fall 2015 semester there were 17 students in the course.

Course Prerequisites, Corequisites, and Restrictive Statement  
 Is the course required or an elective for a Curriculum?

none

Yes ~~No~~

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
13ECI	Graduate Program in Special Education, M.Ed., MAT, and Graduate Certificate in Special Education programs	Required

Catalog Description: Concepts and procedures involved in design and implementation of techniques for managing the behavior of students in classroom setting. Focus on methods for defining, measuring, increasing, decreasing, maintaining, and generalizing classroom behaviors in all learners. **An exploration of Multi-Tiered Systems of Support, and Positive Behavior Intervention and Support in school settings.**

Justification for each revision: Classroom and behavioral management in schools continues to be challenge for many classroom teachers. Applied behavior analysis (ABA) has been a staple of successful classroom and behavioral managers in the classroom, and especially for skilled teachers of students with disabilities. That is, and has been, the main focus of this course for several years. With the widespread acceptance of the successful, evidence-based Multi-Tiered Systems of Support (MTSS) in public schools, and especially a major component of MTSS, Positive Behavior Intervention and Support (PBIS), there is a need for teachers to incorporate ABA and PBIS not only for effective classroom and behavioral management, but in prevention of unwanted, inappropriate behavior in classrooms and schools. Hence the need for the update of ECI 573 to include foci on MTSS and PBIS in teacher preparation in the Graduate Program in Special Education at NC State.

Does this course have a fee? No

Consultation

Instructional Resources Statement: **The existing NC State online instruction infrastructure (e.g., My Mediasite, Moodle, etc.) is all that is necessary for this course delivery.**

Course Objectives/Goals: **The intent of this course is to teach the enrolled students (i.e., MAT, M.Ed., & Graduate Certificate levels) the following:**

1. The major components of Applied Behavior Analysis (ABA), Multi-Tiered Systems of Support (MTSS), and Positive Behavior Intervention and Support (PBIS).

2. How to observe, define, and measure non-academic as well as academic behavior in classrooms and schools.

3. How to model appropriate behavior so that students understand and repeat it in classrooms and schools.

4. How to design and conduct an ABA classroom experiment to change the behavior of a student in a positive direction.

5. Ways in which to discuss and present the use of ABA in schools and in the classroom.

6. Ways in which to prevent the occurrence of inappropriate behavior in school and classrooms.

7. The various components of MTSS and PBIS interventions in schools and classrooms.

8. The nuances of positive and negative reinforcement, punishment, generalization and maintenance of behavior, and self-management of behavior.

9. The notion of social validity of ABA behavior change methods and outcomes.

10. The need to be aware of the ethics involved in the application of ABA methods in schools and classrooms.

Student Learning Outcomes

At the completion of this course the students enrolled in this course should be able to:

1. Articulate and demonstrate on tests and other written assignments the key components involved in ABA and PBIS.
2. Demonstrate on course tests, online discussions, and in the ABA classroom project paper the definitions and applications of numerous ABA and PBIS methods learned in exposure to course content.
3. Identify and describe the ways in which ABA and PBIS techniques are used to teach new behavior, prevent inappropriate behavior, and to enhance the generalization and maintenance of newly learned behavior.
4. Discuss and demonstrate the use of the many types of reinforcement available to teachers in the classroom.
5. Discuss and demonstrate ethical ways in which to increase and decrease behavior in schools and classrooms.
6. Operationally define target behaviors in the process of changing them in a positive direction.
7. Discuss and apply the correct methodology of defining and measuring overt behavior of any kind.
8. Demonstrate how functional behavioral assessment is used with students in classrooms.
9. Define and describe behavioral change procedures appropriate for use with students who have learning and behavior problems.
10. Describe and contrast the interventions that can be used to change behavior with a single student and with an entire classroom of students.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	50 points	2 tests worth 25 points each
Forum_post	30 points	3 topical discussion assignments worth 10 points each
Written Assignment	10	1 written, behavior change proposal (plan) describing the specifics of the final, behavior change project
Major Paper	50	1 research paper that describes the behavior change project conducted in its entirety

Schedule	Topic	Time Devoted to Each Topic	Activity
	Introduction to ECI 573	week 1	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson.  Chapter 1
	ABA & PBIS: An introduction	week 2	additional readings to be determined
	Defining & Measuring Behavior: Post online discussion	week 3	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapters 3, 4
	ABA Experimental Designs I	week 4	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapter 6
	ABA Experimental Designs II	week 5	additional readings to be determined
	Graphing, & Reliability of Measurement: Post online discussion	week 6	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapter 5
	Midterm Exam	week 7	exam
	Generalization, Maintenance, Stimulus Control, & Shaping of Behavior	week 8	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapters 10 & 11
	Increasing & Decreasing Behaviors	week 9	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapter 8 & 9
	MTSS: Behavior	week 10	additional readings to be determined
	Functional Behavioral assessment : Post online discussion	week 11	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapter 9 plus additional readings to be determined
	Functional Behavioral Assessment	week 12	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapter 7 plus additional readings to be determined
	PBIS, Ethics, & Social Validity	week 13	Required reading: Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.). Boston: Pearson. Chapters 12 & 2
	ABA Project Paper due	week 14	paper

<b>Review &amp; discussion</b>	<b>week 15</b>	<b>review</b>
<b>Final Exam</b>	<b>week 16</b>	<b>exam</b>
Syllabus	<a href="#"><u>573 syllabus revised.docx</u></a>	
Additional Documentation		
Additional Comments	<b>mlnosbis 8/2/2016: No overlapping courses. No consultation required.</b> <b>ghodge 8/2/2016 Made correction to points listed above. Ready for ABGS reviewers, but add generic statements #13 and #14 from the syllabus checklist to the end of the syllabus.</b>	
Course Reviewer Comments	<b>mmmartin (03/15/16 2:26 pm):</b> Rollback to Ed Sabornie to load revised syllabus <b>mmmartin (03/15/16 2:27 pm):</b> Rollback: To load revised syllabus - notes from Susan Osborne. <b>mlnosbis (03/29/16 9:26 am):</b> This is not a minor action. Please include all required information.	

Key: 1965

Date Submitted: 03/25/16 4:15 pm

## Viewing: **ECI 576 : Teaching Functional and Life Skills to Students with Disabilities**

Last edit: 08/02/16 1:43 pm

Changes proposed by: ejsaborn

Catalog Pages referencing this course  
[Curriculum and Instruction \(ECI\)](#)  
[Department of Teacher Education and Learning Sciences \(TELS\)](#)  
[English Teacher Education](#)  
[French Teacher Education](#)  
[Middle Grades Language Arts and Social Studies Program \(MSL\)](#)  
 Spanish Teacher Education

Change Type: **Major**

Course Prefix: ECI (Curriculum and Instruction)

Course Number: 576

Course ID: 006677

Dual-Level Course: No

Cross-listed Course: No

Title: Teaching Functional and Life Skills to Students with Disabilities

Abbreviated Title: Tch Func Life Skills

College: College of Education

Academic Org Code: Curriculum, Instruction & Counselor (13ECI)

Term Offering: Spring Only

Year Offering: **Offered Every Year**

Effective Date: Fall 2016

Previously taught as Special Topics? No

Course Delivery: **Distance Education (DELTA) Online (Internet)**

Grading Method: Graded/Audit

Credit Hours: 3

Course Length: 16 weeks

Contact Hours (Per Week)	Component Type	Contact Hours
	Lecture	3-0
	Lecture	3

Course Is Repeatable for Credit: No

Instructor Name: ...

### In Workflow

1. ABGS Coordinator
2. mmmartin
3. 13ECI Grad Head
4. CED CC Coordinator GR
5. CED CC Meeting GR
6. CED CC Chair GR
7. CED Final Review GR
8. CED Dean GR
9. ABGS Coordinator
10. ABGS Meeting
11. ABGS Chair
12. Grad Final Review
13. PeopleSoft

### Approval Path

1. 03/29/16 9:32 am  
Melissa Nosbisch (mInosbis): Approved for ABGS Coordinator
2. 06/24/16 1:30 pm  
Mary Morris (mmmartin): Approved for mmmartin
3. 06/30/16 3:08 pm  
Paola Sztajn (psztajn): Approved for 13ECI Grad Head
4. 06/30/16 3:51 pm  
Mary Morris (mmmartin): Approved for CED CC Coordinator GR
5. 06/30/16 3:52 pm  
Mary Morris (mmmartin): Approved for CED CC Meeting GR
6. 06/30/16 4:03 pm  
Aaron Clark (aaron\_clark): Approved for CED CC Chair GR
7. 06/30/16 4:06 pm  
Mary Morris (mmmartin): Approved for CED Final Review GR
8. 06/30/16 4:24 pm

Instructor Title **Professor**  
 Grad Faculty Status **Full**  
 DELTA/Online Enrollment:

(ellen\_vasu): Approved for CED Dean GR 9. 08/02/16 1:43 pm  
 George Hodge (george\_hodge): Approved for ABGS Coordinator

Delivery Format	Per Semester	Per Section	Multiple Sections?	Comments
LEC	20	20	No	for the past 2 years, enrollment in this course was between 15-20 students; this spring '16 semester there are 22 students

Course Prerequisites, Corequisites, and Restrictive Statement **none** ~~Prerequisite: ECI 585 and ED 574~~

Is the course required or an elective for a Curriculum? **Yes** ~~No~~

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
13ECI	Graduate Program in Special Education	Required
13ECI	Graduate Certificate in Special Education: Multi-Tiered Systems of Support	Required

Catalog Description Methods of instruction and materials related to teaching children and persons with mild-moderate levels of disability are emphasized. Effective general pedagogical approaches are stressed, as well as the teaching of functional academic skills, curricula used in instructions, teaching social and adaptive behavior as well as daily living skills, and transition-related skills necessary for independent adult life. **Multi-tiered Systems of Support as well as Positive Behavior Intervention and Support are also discussed.**

Justification for each revision: The current state of special education research and teacher-training in the U.S. emphasizes the evidence-based approach known as Multi-Tiered Systems of Support (MTSS). Housed within MTSS are Positive Behavior Intervention and Support (PBIS) and Response to Intervention (RtI). While the latter has been found to be lacking in empirical support, the former has not and has grown to be a large part of classroom instruction and management in special education environments in the 21st century. This revision is an attempt to ensure that the students in the NC State Graduate Program in Special Education are knowledgeable in evidence-based, current classroom practice related to behavior and academic instruction.

Does this course have a fee? **No**

Consultation

Instructional Resources Statement **The existing online instruction infrastructure (e.g., My Mediasite, Moodle, etc.) at NC State is all that is necessary for the course**

Course Objectives/Goals **The intent of this course is to teach the enrolled students (MAT, M.Ed., and Certificate levels) the following:**

1. The necessary functional and life skills needed by students and adults with disabilities.
  
2. The effective teaching behaviors known collectively as explicit, *direct instruction*.
  
3. The skill of evaluation of curricula to be used in teaching students with mild-moderate levels of disability.
  
4. Classroom behavior management skills that have been shown to be effective, evidence-based practice in classroom instruction.
  
5. How to judge the effectiveness of the multitude of curriculum materials available to teach students with mild-moderate disabilities.
  
6. How to teach necessary social and affective skills to students with mild-moderate disabilities.
  
7. How to teach adolescents and young adults with disabilities the skills necessary for successful transition to independent adulthood.
  
8. How to implement and use Multi-Tiered Systems of Support and Positive Behavior Intervention and Support to assist students in school who are disabled.

Student Learning  
Outcomes

At the completion of this course the students enrolled should be able to:

.....

collectively known as direct instruction.

2. Critically analyze packaged curricula intended for use with students experiencing various disabilities, and describe advantages and disadvantages of the specific materials.

3. Describe various appropriate educational interventions for use in teaching academic content to students with disabilities.

4. Describe behavior management procedures known to be effective in changing behavior of students with disabilities.

5. Dependent on age level and ability of students, design differentially appropriate teaching procedures and materials for use with students with disabilities who may originate from diverse, multicultural backgrounds.

6. Describe social skills instruction procedures to be used with students having various disabilities.

7. Describe proper instructional procedures to ensure an appropriate transition from school to independent adult life of youth with disabilities.

8. Describe various functional and life skills instructional methods that can be used appropriately with students having various disabilities.

9. Describe the specific parts of Multi-Tiered Systems of Support and Positive Behavior Intervention and Support, and discuss ways in which they are implemented in schools and general and special education classrooms.

Student Evaluation Methods	Evaluation Method	Weighting/Points for Each	Details
	Test	50 points	2 tests worth 50 points each
	Forum_post	32 points	3 topical discussion assignments worth 10 points each, plus an extra 2 points available for exemplary scholarship
	Written Assignment	30	1, 3-day lesson plan in which the students are required to provide a complete description of teaching functional behaviors to students with disabilities
	Major Paper	50	1 paper in which the student either (a) reviews a commercially published curriculum to be used with students with disabilities, or (b) reports on a Curriculum Based Measurement project used in a classroom

Topical Outline/Course Schedule	Topic	Time Devoted to Each Topic	Activity
	Introduction to the course via Blackboard Collaborate	week 1	Discussion
	Misconceptions, effective teaching, and more	week 2	Required Course Text Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2013). Strategies for teaching learners with special needs (10th ed.).

		Chapter 1
direct instruction + discussion post (DP)	week 3	Required Course Text Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2013). Strategies for teaching learners with special needs (10th ed.). Boston: Pearson.
		Chapter 2
Classroom organization & climate, Response to Intervention, & Multi-Tiered Systems of Support	week 4	Discussion
Classroom management techniques and Positive Behavior Intervention & Support	week 5	Required Course Text Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2013). Strategies for teaching learners with special needs (10th ed.). Boston: Pearson.
		Chapter 3
Direct Instruction curricula	week 6	Additional readings to be determined
Functional Academics	week 7	Required Course Text Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2013). Strategies for teaching learners with special needs (10th ed.). Boston: Pearson.
		Chapter 13
Midterm Examination Window (M - Th)	week 8	mid term exam
Spoken & written language instruction	week 9	Required Course Text Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2013). Strategies for teaching learners with special needs (10th ed.). Boston: Pearson.
		Chapters 4 & 7
Reading instruction	week 10	Required Course Text Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2013). Strategies for teaching learners with special needs (10th ed.). Boston: Pearson.
		Chapters 5 & 6
Math instruction	week 11	Required Course Text Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2013). Strategies for teaching learners with special needs (10th ed.). Boston: Pearson.
		Chapter 8

Social skills instruction	week 12	<p><b>Required Course Text</b>                  Polloway, E. A., Patton, J. R., Serna, L., &amp; Bailey, J. W. (2013). <i>Strategies for teaching learners with special needs (10th ed.)</i>. Boston: Pearson.  <b>Chapter 12</b></p>
Transition-related instruction	week 13	<p><b>Required Course Text</b>                  Polloway, E. A., Patton, J. R., Serna, L., &amp; Bailey, J. W. (2013). <i>Strategies for teaching learners with special needs (10th ed.)</i>. Boston: Pearson.  <b>Chapter 14</b></p>
Material Critique (or CBM Project)	week 14	project
Daily living & life-skills instruction & Lesson Plan due	week 15	Additional readings to be determined
Final Exam period	week 16	final exam

Syllabus [Syllabus 576 course revision.docx](#)

Additional Documentation

Additional Comments Thank you for your review of this request.

mInosbis 8/2/2016: No overlapping courses. No consultation required.  
 ghodge 8/2/2016 Ready for ABGS reviewers, but add generic statement #13 and #14 from syllabus checklist to end of syllabus.

Course Reviewer Comments  
**mmmartin (03/15/16 2:41 pm):** Rollback to Ed Sabornie to add revised syllabus. Edits from Susan Osborne.  
**mmmartin (03/15/16 2:42 pm):** Rollback: Attach revised syllabus. Edits from Susan Osborne  
**mInosbis (03/29/16 9:32 am):** This is not a minor action. Please provide all required information.

Key: 1968

Date Submitted: 03/24/16 6:40 pm

Viewing: **ECI 585 : Education of ~~Of Exceptional~~ Children with Exceptionalities**

Last approved: 10/08/15 5:13 am

Last edit: 08/02/16 10:10 am

Changes proposed by: ssosborn

In Workflow

1. **ABGS Coordinator**
2. **ssosborn**
3. **13ECI Grad Head**
4. **mmmartin**
5. **CED CC Coordinator GR**
6. **CED CC Meeting GR**
7. **CED CC Chair GR**
8. **CED Final Review GR**
9. **CED Dean GR**
10. **ABGS Coordinator**
11. ABGS Meeting
12. ABGS Chair
13. Grad Final Review
14. PeopleSoft

Approval Path

1. 03/29/16 9:35 am  
Melissa Nosbisch (mlnosbis): Approved for ABGS Coordinator
2. 03/29/16 2:03 pm  
Susan Osborne (susan\_osborne): Approved for ssosborn
3. 04/01/16 6:52 pm  
Paola Sztajn (psztajn): Approved for 13ECI Grad Head
4. 06/24/16 1:30 pm  
Mary Morris (mmmartin): Approved for mmmartin
5. 06/24/16 1:37 pm  
Mary Morris (mmmartin): Approved for CED CC Coordinator GR
6. 06/24/16 1:38 pm  
Mary Morris (mmmartin): Approved for CED CC Meeting GR
7. 06/24/16 1:49 pm  
Aaron Clark (aaron\_clark): Approved for CED CC Chair GR
8. 06/30/16 4:06 pm

Catalog Pages referencing this course  
[Curriculum and Instruction \(ECI\)](#)  
[Department of Teacher Education and Learning Sciences \(TELS\)](#)  
[English Teacher Education](#)  
[French Teacher Education](#)  
[Middle Grades Language Arts and Social Studies Program \(MSL\)](#)  
[Spanish Teacher Education](#)

Change Type: **Major**  
 Course Prefix: ECI (Curriculum and Instruction)

Course Number: 585  
 Course ID: 006685

Dual-Level Course: No  
 Cross-listed Course: No

Title: Education of ~~Of Exceptional~~ Children with Exceptionalities

Abbreviated Title: Educ ~~Except~~ Child **Exceptional**

College: College of Education

Academic Org Code: Curriculum, Instruction & Counselor (13ECI)

Term Offering: Fall and Spring

Year Offering: Offered Every Year

Effective Date: Fall 2016

Previously taught as Special Topics?: No

Course Delivery: **Distance Education (DELTA)** ~~Face-to-Face (On-Campus)~~  
**Online (Internet)** ~~Distance Education (DELTA)~~

Grading Method: Graded/Audit

Credit Hours: 3

Course Length: ~~16-15~~ weeks

Contact Hours (Per Week)	Component Type	Contact Hours
	<del>Lecture</del>	<del>3.0</del>
	<b>Lecture</b>	<b>3.0</b>

Course Is Repeatable: No

5-11-2016

Instructor Name **Edward J. Sabornie, Ph.D.** ~~Douglas Cullinan~~ (mmartin): Approved for CED Final Review GR  
 Instructor Title Professor  
 Grad Faculty Status Full 9. 06/30/16 4:24 pm Ellen Vasu (ellen\_vasu): Approved for CED Dean GR  
 DELTA/Online Enrollment:

Delivery Format	Per Semester	Per Section	Multiple Sections?	Comments
LEC	20	20	Yes <del>No</del>	during the fall '15 semester there were 20+ students in the course <del>ECI 585 via DELTA will be configured to deliver very similar or identical content to that delivered currently via face-to-face mode</del>

Course Prerequisites, Corequisites, and Restrictive Statement **Prerequisite: 9 hrs. 9 hours** of ED or PSY

Is the course required or an elective for a Curriculum? Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
? <del>13SPEMED</del>	Special Education M.Ed.	Required
?	<b>Special Education MAT</b>	<b>Required</b>
?	<b>Special Education Graduate Certificate</b>	<b>Required</b>

Catalog Description Introduction to field of special education. Focus on historical overview, definitions and terminology in basic areas of exceptionality; etiological factors in exceptionality; developmental and learning characteristics of each area of exceptionality; and educational settings and strategies employed in special **education including Multi-Tiered Systems of Support and Positive Behavior Intervention and Support.** ~~education.~~ Review of current educational laws and policies affecting special education.

Justification for each revision: The very slight name change is in keeping with the long-held, appropriate manner in which to refer to persons with exceptionalities using "person first" terminology. That is, instead of saying "exceptional children," the appropriate, person first way of saying the same thing is "children with exceptionalities." Secondly, with the current influence of Multi-Tiered Systems of Support (MTSS) in K-12 schools and classrooms (including Response to Intervention--RtI, and Positive Behavior Intervention and Support--PBIS), students need to know more about the role that MTSS plays in effective instruction of all students with exceptionalities.

Does this course have a fee? No

College(s)	Contact Name	Statement Summary
<del>College of Education</del>	<del>Jayne Fleener / Paola Sztajn</del>	<del>This is a proposal to change ECI 585 delivery from face-to-face to either face-to-face or DELTA.</del>

Instructional Resources Statement **The purpose of ECI 585 is to improve understanding of special education for students with education disabilities. This course will address various categories of education disability in overview. There will be**

**Emotional Disability, Specific Learning Disability, Intellectual Disability (mild to moderate degrees), Other Health Impairment (attention, activity level, and impulsivity problems), and Autism Spectrum Disorder (high functioning form).**~~no change—does not apply~~

Course Objectives/Goals

1. State and define important terms and concepts in educating students with education disabilities.
2. Describe some teaching practices for improving the learning, behavior, and other functioning of students with disabilities.
3. State and describe each of the categories of “individuals with disabilities” from a U.S. federal perspective and “children with disabilities” from the NC perspective.
4. State important controversies and problems in special education.
5. Describe multicultural issues as they relate to educating students with disabilities.
6. State and explain foundations of special education in terms of legal and political events, and knowledge from psychology, medicine, and other disciplines.
7. State, explain, and defend a philosophy for educating students with disabilities.
8. Describe educational, psychological, and other key characteristics common in each category of disability.  
~~no change—does not apply~~

Student Learning Outcomes

1. State and define important terms and concepts in educating students with education disabilities.
2. Describe some teaching practices for improving the learning, behavior, and other functioning of students with disabilities.
3. State and describe each of the categories of “individuals with disabilities” from a U.S. federal perspective and “children with disabilities” from the NC perspective.
4. State important controversies and problems in special education.
5. Describe multicultural issues as they relate to educating students with disabilities.
6. State and explain foundations of special education in terms of legal and political events, and knowledge from psychology, medicine, and other disciplines.
7. State, explain, and defend a philosophy for educating students with disabilities.
8. Describe educational, psychological, and other key characteristics common in each category of disability.  
~~no change—does not apply~~

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Other	<del>no change—does not apply</del>	<del>Short assignments on textbook chapters Tests or exams on textbook Short assignments on professional journal articles Other assignments</del>
Test	20 points	Four Text Chapter Responses Assignments -5 points each
Quizzes	40 points	Four Quizzes on assigned chapters of Text: Hallahan, D. P. Kaufman, J. M. & Bullen, D. C. (2012). Exceptional

		learners (12th or 13th ed). Boston: Allyn and Bacon. (HK&P). 10 points each
Participation	20 points	4 Chapter Responses: Contribute to class activities, participate in online discussions, raise and respond to questions about readings, work on class activities. 5 points each
Written Assignment	20 points	2 Reading Reports - 10 points each
Written Assignment	15 points	Intervention Report Assignment
Oral Presentation	20 points	2 IRIS Module Assignments, 10 points each
Final Exam	30 points	Final Exam

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Overview of ECI 585 <del>no change—does not apply</del>	1 week <del>no change—does not apply</del>	Online introductions, website review. <del>no change—does not apply topics by semester week are presented in the attached syllabus calendar</del>
HK&P Chap 1 Exceptionality & Special Education.	2 week	Text Chapter Response
HK&P Chap 2 Current Practices. Collier-Meek Additional Reading	3 week	Reading Report
HK&P 3 Multi-Culturalism and Bi-Lingualism	4 week	Quiz
HK&P Chap 5 Intellectual & Developmental Disabilities	5 week	On line discussion forum
HK&P Chap 6 Learning Disabilities. IRIS Mod (A) Universal Design for Learning.	6 week	IRIS Mod Assignment: UDL
HK&P Chap 7 Attention Deficit Hyperactivity Disorder.	7 week	Quiz
HK&P Chap 8 Emotional and Behavioral Disorders.	8 week	Discussion TCR
HK&P Chap 9 Autism Spectrum Disorders.	9 week	Intervention Report Assignment. Written Report
HK&P Chap 10 Communication Disorders.	10 week	Quiz
HK&P Chap 11 Deaf or Hard of Hearing.	11 week	Discussion, TCR
HK&P Chap 12 Blindness or Low Vision. Kamps et al Additional Reading	12 week	Reading Report on CWPT

HK&P Chap 13 Low Incidence, Multiple, & Severe.	13 week	Quiz
HK&P Chap 14 Physical Disabilities and OHI.	14 week	Discussion, TCR
Multi-Tier System of Supports: Putting It All Together.	15 week	IRIS Mod B Assignment: RTI Assessment
Final Exam	16 week	Final Exam

Syllabus [ECI 585 syllabus fall 2016.docx](#) ~~[585 14Sp 1Syllabus Final 4.doc](#)~~

Additional Documentation

Additional Comments **mInosbis 8/2/2016: No overlapping courses. No consultation required.** ~~The only proposed change is from face-to-face only to either face-to-face or DELTA-ABGS~~ Reviewer Comments: Should the syllabus be edited to expand on DE technology for discussion? Okay to approve.

Course Reviewer Comments

**mmmartin (03/15/16 2:57 pm):** Rollback to Ed Sabornie. Please update CIM with revised syllabus information. Load revised syllabus.  
**mmmartin (03/15/16 2:59 pm):** Rollback: update CIM with updated syllabus info and load revised syllabus into CIM. Susan Osborne has edits.  
**mInosbis (03/29/16 9:35 am):** This is not a minor action because the learning outcomes are affected. Please provide all required information.

Key: 1647