

Routing #776-77

Resolution #7
1976-1977

Curriculum Emphasis in Special Needs Educ.

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on November 22, 1976
(Date)

RE: X I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT: A Curriculum Emphasis in Special Needs Education within framework
of existing M.S. in Education

(See attached)

Signed [Signature] Date Sent 11/24/76
(For the Senate)

..... Martilu Puhoff, President, Faculty Senate

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date December 2, 1976
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

- II, III. a. Received and acknowledged
- b. Comment:

DISTRIBUTION: Vice-Presidents: [Signatures]
Others as identified: Fac Senate

Distribution Date: _____

Signed: [Signature]
(President of the College)

Date Received by the Senate: DEC 6 '76 12/2/76

PROPOSED PROGRAM

for

A

Curriculum Emphasis in Special Needs Education

within framework of

existing

M.S. in Education

*Department
option*

Department of Curriculum and Instruction
State University College
Brockport, New York 14420

September, 1976

I. Introduction

The Regents of the University of the State of New York authorized State University College at Brockport to institute a program of graduate work leading to the degree Master of Science in Education in 1947. Over the past few decades curricular modifications and variations of the degree program have permitted specialization appropriate for elementary school principals and supervisors, selected secondary academic teaching fields and health and physical education personnel.

The M.S. program for elementary teachers has also been expanded in recent years to include reading and elementary mathematics education options. These two programs modified the general elementary degree program in that they were more content and role specific. The Department of Curriculum and Instruction of the Faculty of Education at this time requests permission to add another option to its curriculum specialities now offered under the M.S. in Education degree.

This option has been termed special needs education and is designed to assist with the integration and special provisioning for children with handicapping conditions as outlined in the Regents' Position Paper #20¹ and the Commissioner's Occasional Paper, "Mainstreaming: idea & actuality"² which seek to promote the normalizing of relationships between handicapped and non-handicapped children and provide an appropriate education for all children. Many feel this can best be accomplished by improving the quality of teacher education in the directions indicated by the above reports.

Since a primary objective of this new program is an integration of knowledge and skills of both regular and special education so that all teachers will be prepared to deal with a broad range of individual differences, it was necessary to construct a new program descriptor identified above as

special needs. Special educational needs are manifested in classrooms and other educational settings by persons experiencing handicapping conditions. These needs may result from physical, social, emotional, perceptual, cognitive, environmental or situational causes and may be transient or lasting. This program will assist teachers and other professionals to develop the skills necessary to provide for these special needs within the regular classroom.

During the **fall** of 1974, the Faculty of Education began offering courses in the area of teaching children with special needs. Later in the Spring of 1975, the College was awarded a federal grant in order to provide inservice instruction for both college and school faculties on mainstreaming, that is, the placement of children with special needs into the least restrictive environment and providing them with personalized educational programs based on their needs. At a recent national meeting of project directors, the Brockport proposal was cited as one of the five most promising proposals of the 59 funded. Five grants were awarded to New York Colleges with Brockport the only recipient of this type of grant in western New York State.

The College at Brockport has traditionally met the changing needs of its constituents by offering new and flexible programs. This program is somewhat unique in that to our knowledge, it will be the first program in special needs education designed expressly for regular teachers. It does not compete with any of the special education programs offered in this region but rather adds another dimension to the preparation of regular education personnel. Those who complete this degree program will normally be awarded a permanent elementary teaching certificate. This program is not a new certification program and does not lead to certification in special education.

This proposal is consistent with the Master Plan for 1972 in that it is multi-disciplinary in nature, provides for the educationally handicapped, and follows through on "the clear mandate of the '70s . . . the application of

existing resources to serve the needs of the student clientele and the region in new professional programs . . ." The proposed program affirms commitments in the Faculty of Education's Campus Master Plan Statement and the College's Master Plan of 1975.

The Department of Curriculum and Instruction has already begun the process of shifting priorities and retraining staff. An initial course offered in the summer of 1975, *Behavioral Problem Children*, drew 120 students. Four courses were offered in the Fall of 1975 and six courses were offered in Spring 1976. During the 1975-1976 academic year, the Department of Curriculum and Instruction allocated most of its library acquisition money to the special needs area. During the summer, the College also allocated additional library funds to support this proposed program.

The College at Brockport has excellent resources available in a variety of disciplines and specialities such as child development, psychology, linguistics, mathematics, educational psychology, reading, human services, counselor education and physical education. Both the Faculty of Education and the Arts and Science Faculties offer valuable resources in support of improved programming.

A small but strong multi-disciplinary program can be initiated with existing staff. As the program expands in numbers and curriculum, additional staff may be needed. At this time all full-time staff are on regular State supported lines. Federal support for ancillary staff and curricular materials seems likely to continue in the near future.

II. Admission Requirements

A. Requirements for Matriculation

Admission to candidacy leading to the degree Master of Science in Education with a curricular speciality in elementary special needs education requires:

1. Completion of all requirements stipulated by the Graduate

Committee of the Department of Curriculum and Instruction of State University College at Brockport for matriculation in a degree program.

2. Recommendation of the departmental graduate faculty committee responsible for the special needs education program.

Who - how many?

Prerequisites

Students entering this program will normally possess an undergraduate degree and elementary teacher certification. No further prerequisites are required of persons having this background.

Students entering the program with another type of certification (e. g., secondary social studies, speech and hearing) will have to complete prerequisites as set by the special needs staff.

B. Academic Standards

Satisfactory completion of all requirements for graduation stipulated by the Graduate Faculty of the Department of Curriculum and Instruction including satisfactory completion of a thesis or project.

III. Student Advisement

Advisement of students working toward the degree Master of Science in Education: Special Needs Education is the responsibility of the staff responsible for the special needs program.

The process of advisement begins with the student seeking information about the program and requesting admission to candidacy. Upon receiving such requests the Director of the Office for Graduate Studies in Education will transmit the student's complete application to the Special Needs staff who will make the decision regarding admission and will also designate an advisor.

The designated faculty advisor will, on the basis of transcript information of prior study, plan with the student an appropriate program of study.

Each student will formally enroll in the *Seminar in Special Needs Education* near the completion of his program. This seminar will provide a vehicle for communication, a place for the sharing of ideas, a forum for interaction with practicing professionals, and a stimulus for research and theses or project development.

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req?

IV. Objectives of the Program

The objectives of the program leading to the Master of Science in Education with an emphasis in Special Needs Education are as follows:

General Goal

To provide an alternative for students working toward the M.S. in Education degree and/or permanent certification that will meet the goals of the general elementary program but especially:

1. provide students with multi-disciplinary background important to understanding individual differences, environmental differences and their impact on educational planning.
2. provide students with the background and experiences necessary to understanding the nature of special needs.
3. provide students with skills and experience necessary to participate in the process of diagnosis of educational needs, working co-operatively with available resource personnel for children with special needs.
4. provide students with a core of specialized competencies necessary to design and carry out individualized instructional programs for children with special needs.
5. provide an opportunity for long range problem solving and sharing of ideas and solutions.

V. Curriculum Requirements

Program of Study

A. Special Needs Education		15 hours
1. Special Needs Core		
Three courses to be chosen from the following:		
<i>The Exceptional Child</i>	3 hours	} 9 hours
* <i>Behavioral Problem Children</i>	3 hours	
* <i>Survey of Specific Learning Disabilities</i>	3 hours	
<i>Individualizing Instruction</i>	3 hours	
2. Measurement and Evaluation		
* <i>Diagnostic Evaluation</i>	3 hours	
3. Seminar		
<i>Seminar: Special Needs Education</i>	3 hours	
B. Liberal Arts and Related Professional Support Courses		12 hours
By Advisement		
C. Professional Education Support Courses		6 hours
By Advisement		
	Total	33 Hours

VI. Staff

A qualified staff is now available at the State University College at Brockport to implement the proposed program. The required courses and electives are offered by a variety of departments and a large number of instructors are involved in teaching these courses. Vitae of the primary staff are enclosed as Appendix D.

VII. Library and Other Resources

Since the historical focus of the College has been teacher preparation, the

*These courses comprise the competency-based permanent certification (N-6) emphasis in Special Needs.

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library reflected this emphasis by acquiring substantial qualitative collections in the field of education. The expanded mission of the College to include undergraduate and graduate curricula in many academic fields has resulted in rapid acquisition of library holdings pertaining to the varied curricula as well as continued expansion of reference material for teacher education programs. During the past year the library has allocated special funds in order to increase acquisitions related to special needs (see Appendices E, F and G).

A well-equipped Teaching Materials Center is maintained to provide students with access to materials used in teaching. A very substantial number of new materials in special needs education have been added to the Center. Films, video tapes, recordings, and graphic materials are also available in the Educational Communication Center. Many of these materials are in self-study format.

The resources of the Center for Innovation in Education, the College's campus school, are also available to students.

VIII. Related Courses from other Discipline and Departments

- EDC 512: Interpersonal Relations
- EDC 602: Individual Counseling Concepts
- EDC 615: Mental Health and Group Process in Classroom
- EDC 616: Interpersonal Communication and School Personnel

- EDF 527: Childhood and Youth in American History
- EDF 586: Educational Anthropology
- EDF 618: Urban Affairs and Education
- EDF 631: Alternative Futures and Education

- FA 580: Workshop in Creative Arts for Children I

- ARH 517: Art Education III: Children's Art

- THE 580: Workshop in Creative Arts
- THE 581: Dramatic Activities in the Elementary Schools

- ENL 551: Linguistics: Structural and Transformational
- ENL 674: Children's Literature Workshop

- PHL 526: Philosophy of Education
- PHL 528: Theory of Value
- PHL 534: Philosophy of Language

- SPH 572: Theories of Small Group Interaction
- SPH 579: Conflict Resolution through Communication
- SPH 585: Advanced Studies in Interpersonal Communication in the
Elementary Schools
- SPH 683: Seminar: Evaluation of Speech Communication Behavior

- HUS 503: Human Service Systems: Social Welfare Institution

- HLS 518: Human Sexuality
- HLS 604: Mind-Body Relationships in Health

- SWO 520: Interpersonal Process: Interviewing
- SWO 541: Sex (Human Sexuality) and the Life Cycle
- SWO 603: Social Policy in Education

- NAS 611: Science for the Elementary School Teacher

- CSC 537: Uses of Computers in Instruction

- MTH 611: Topics in Number Theory for Elementary Teachers
- MTH 616: Elementary Mathematics from a Modern Viewpoint

- PSH 510: Learning
- PSH 511: Perception
- PSH 512: Physiological Psychology
- PSH 525: Human Learning and Memory
- PSH 526: Theories of Learning
- PSH 531: Psychology of Prejudice
- PSH 532: Psychology of Social Issues

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- PSH 535: Attitude Theory and Change
- PSH 536: Group Dynamics
- PSH 551: Cognition Seminar
- PSH 552: Complex Perception
- PSH 553: Information Processing
- PSH 555: Psychology of Reading
- PSH 581: Individual Differences
- PSH 582: Origin and Effects of Teacher Personality
- PSH 585: Developmental Psycholinguistics
- PSH 661: Psychology of Mental Retardation
- PSH 662: Issues in Educational Psychology
- PSH 682: Psychopathology of Childhood

- PHE 522: Theory of Motor Learning
- PHE 681: Remediating Developmental Disabilities

- REP 505: Philosophy and Theory of Therapeutic Recreation

*Pls 682
Note: Pls Problem for
children with Attention &
Permanence Concepts
Pls 683
Pls 684*

APPENDIX C: Course Descriptions

Special Needs Education

Behavioral Problem Children - EDI 601

Overview of concepts and techniques developed by the clinical sciences in dealing with problem children; theoretical and practical aspects of diagnosis, treatment, and education of children with problems. Emphasis on the problems and effects of mainstreaming.

The Exceptional Child: Implications for Mainstreaming - EDI 608

Study of handicapped child who has been placed in regular classroom setting. Course will investigate problems of teaching children with handicapping conditions, consequences of various organization patterns in classroom, group dynamics, specific techniques in content areas.

Individualizing Instruction - EDI 662

This course is designed to provide the regular classroom teacher with knowledge and skills required to translate information reported in formal and informal educational, psychological, and medical evaluations, into feasible programs for individual students. Techniques for meeting diverse individual needs while working with large heterogeneous groups will be stressed.

Diagnostic Evaluation of Learning Problems - EDI 663

Study of diagnostic processes and their application to children experiencing learning difficulties. In depth study of screening and diagnostic instruments with practicum experiences. Prerequisite: Course on exceptional child or related experience.

Survey of Specific Learning Disabilities - EDI 664

Designed to help the regular classroom teacher identify those children with specific learning disabilities and to adapt standard curriculum and materials to accommodate and provide the children with special needs.

Seminar: Special Needs - EDI 7--

This seminar is designed to integrate the knowledge and skills gained within the special needs education program by providing a forum for the investigation and exposition of significant topics in the education of children having special needs. An area of individual interest is explored in depth and individual projects and theses are critiqued and supported by the seminar students and staff.