

# LONG SIGNATURE SHEET



Proposal Number: SPE<sup>D</sup>9-28-10a

Proposal Title Addition of SPED 7150

Originating Department Department of Special Education and Child Development

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE xx UNDERGRADUATE & GRADUATE \_\_\_\_\_  
(Separate proposals sent to UCCC and Grad Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/21/10	9/28/10	11/2/10	Approved	<u>DEPARTMENT CHAIR</u> 
11/2/10	11/16/10	11/17/10	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> 
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED	Approved	<u>COLLEGE FACULTY CHAIR</u> (Not applicable in the College of Education)
11-22-10	12-7-10	12-7-10	Approved	<u>COLLEGE DEAN</u> 
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
12-2-10	2-1-11	2-2-11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) 
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

**COPY  
MADE**  
Grad School ap

Revised; Graduate

Course and Curriculum Proposal from: Department of Special Education and Child Development/College of Education

Title: Addition of new course: SPED 7150, *School Counseling and Children with Special Needs*

## CONTENT OF PROPOSAL

### A. PROPOSAL SUMMARY AND CATALOG COPY:

#### 1. SUMMARY

The Department of Special Education and Child Development Department proposes to add a course, SPED 7150 *School Counseling and Children with Special Needs*. This course will be a required course, the second of three in a sequence of three, for the Department of Counseling.

Feedback from Special Education Program faculty members was solicited based on (1) the knowledge and skills they deemed appropriate for School Counselors to be successful with children and families in Special Education programs and (2) policies and procedures for special education programs in the schools.

#### 2. PROPOSED CATALOG COPY.

**SPED 7150. School Counseling and Children with Special Needs. (3)** Prerequisite: CSLG 7141. This course offers an extensive understanding of children with exceptional needs including recent legislation, current definitions and North Carolina eligibility criteria, and current initiatives in the public schools for identifying and providing interventions within the general education program as well as special education support services. Students will be introduced to a variety of counseling support services that may be offered through the Counselor's role in the public schools. Literature case study is required. (*Spring*)

### B. JUSTIFICATION.

The Department of Counseling has had a history of requiring one SPED course for students majoring in Counseling. However, this was a course usually taken with SPED majors, which did not fully meet the particular needs of Counseling majors. The Department of Counseling faculty has worked with the Special Education Program, delineating their needs for specific information and skill development for students in their major.

This collaborative effort resulted in this proposal for a specific special education course that will meet the needs of Counseling majors. This required course in the Department of Counseling sequence will be the second in a series of three courses. The prerequisite to this new course is CSLG 7141, *The Professional School Counselor*. This new course will be numbered SPED 7150 which is consistent with the level of academic advancement of students majoring in counseling at a master's level.

### C. IMPACT.

1. The group of students served by this proposal is Master's Counseling majors. Students will be advised by faculty members of the Department of Counseling to take this course, second in a required series of three courses.



2. Effect on existing courses

a. When and how often this new course will be taught?

These new course will be taught each academic year during the spring semester.

b. How will the content and/or frequency of offering of other courses be affected?

Offering of content and/or frequency of other SPED courses will not be affected

b. What is the anticipated enrollment?

Anticipated enrollment for each course is estimated at 25-35 students.

c. How will enrollment in other courses be affected?

Enrollment in SPED 5100 may be somewhat reduced (one or two per semester) since Counseling majors will now register for SPED 7150. However, current instructors of SPED 5100 were receptive to this adjustment. Enrollment in other courses offered by the SPED program will not be affected.

d. Give details of experience if courses offered under special topics.

This course has been offered as SPED 6000 *Special Topics in Special Education* for two semesters: Fall 2008 and Spring 2010; and will be offered again Spring 2011. Enrollment for the Fall 2008 course was 14 students; enrollment for Spring 2010 was 8 students. Enrollment decreased for Spring 2010 due to scheduling and advising challenges during the Fall 2009. Enrollment for Spring 2011 is anticipated at 25 or more since the Department of Counseling has required this course for their majors.

e. Identify other areas of catalog copy that would be affected.

Other areas of the catalog copy that will be affected include curriculum outlines, degree requirements in the Department of Counseling (separate proposal), course number and description.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. Personnel:

a. Requirements: at this point, no additional faculty members are needed.

b. Names of qualified faculty

1. Dr. Janet K. Baxter, M.Ed., S.S.P., Ed. D.

2. Physical Facility

None: Courses can be taught within the existing facility

3. Equipment and Supplies

None: Additional equipment and supplies are not needed.

4. Computer

None: Courses are taught by existing faculty

5. Audio-Visual

None: Additional audio/visual equipment is not required.

6. Other Resources

None: Additional copying can be provided with the existing budget.

7. Sources of funding

None

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENT OR UNITS

a. Library Consultation

Library consultation was conducted on September 13, 2010 by Dr. Judy Walker.

Copy of library consultation form attached.

b. Consultation with other departments or units

a. Email sent to Dr. H. L. Harris, Interim Chair, Department of Counseling on September 21, 2010; see attached

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

a. Originating Unit

The Special Education Program and the Department of Counseling jointly collaborated on the needs, design, and final result of this proposal.

b. Other Considering Units:

a. The Department of Counseling voted to require SPED 7150 as the second in a sequence of three required courses August 27, 2010. See attached memo.

b. The Special Education program voted to offer SPED 7150 for Counseling Department M.Ed. majors on September 28, 2010.

G. ATTACHMENTS

Attached:

1. Library consultation form

2. Memo from Dr. H. Harris, Interim Chair, Department of Counseling Chair, to Dr. Lee Sherry, Chair, Department of Special Education and Child Development.

3. Course outline for SPED 7150 This course outline has been approved as an appropriate substitute for course syllabi for graduate courses.

**To:** Janet Baxter, Dept. of Special Education and Child Development

**From:** Judy Walker, Education/Curriculum Materials Librarian

**Date:** September 13, 2010

**RE:** Consultation on Library Holdings

**Course/Program:** SPED 7150: School Counseling and Children with Special Needs

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** September 13, 2010

**Please Check One:**

Holdings are superior \_\_\_\_\_

Holdings are adequate   X  

Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_

Holdings are inadequate \_\_\_\_\_

**Comments:**



# UNC CHARLOTTE

Department of Counseling

9201 University City Boulevard

Charlotte, NC 28223-0001

## MEMORANDUM

**TO:** Dr. Lee Sherry, Department Chair  
Department of Special Education & Child Family Development

**FROM:** H. L. Harris *H. L. Harris*  
Department Chair

**Date:** September 21, 2010

**RE:** New Special Education Course for School Counseling Students (**SPED 7150**)

Please be advised that on August 27, 2010 the Department of Counseling Faculty voted unanimously to make **SPED 7150** the new required course for all school counseling students admitted in 2010 and afterwards. We also decided to make CSLG 7141-The Professional School Counselor Course, the designated pre-requisite. From our understanding SPED 7150 will be taught in the spring semester once per academic year to serve the 25-30 students admitted annually in School Counseling Program.

Thank you for supporting the development of this course because it will provide our school counseling students with a vast amount of information in special education specifically designed for school counselors. If you need additional information please let me know at your earliest convenience.





**COURSE NUMBER:** SPED 7150

**CREDIT HOURS:** 3

**COURSE TITLE:** School Counseling and Children with Special Needs

### **CATALOG DESCRIPTION**

**SPED 7150. School Counseling and Children with Special Needs. (3)** Prerequisite: CSLG 7141. This course offers an extensive understanding of children with exceptional needs including recent legislation, current definitions and North Carolina eligibility criteria, and current initiatives in the public schools for identifying and providing interventions within the general education program as well as special education support services. Students will be introduced to a variety of counseling support services that may be offered through the Counselor's role in the public schools. Literature case study is required. (*Spring*)

**COURSE PREREQUISITES:** CSLG 7141, *The Professional School Counselor*

**COURSE COREQUISITES:** none

### **COURSE RATIONALE**

This required course in the School Counseling program provides prospective counselors with the knowledge needed to provide support for students with special needs, serve as members of multidisciplinary teams, and serve as members of the academic support teams. This course provides foundational knowledge and skill development in the determination of appropriate support services.

Students use their **knowledge** base to become excellent professionals and learn to assist clients in achieving their goals. In addition to using **skills** that demonstrate best practice, they demonstrate appropriate **dispositions** for professional counselors. They engage in critical analysis and **reflective** thinking about the counseling work they do. They work **collaboratively** with others and demonstrate **leadership**.

### **COURSE OBJECTIVES**

1. Students will know introductory information regarding children with exceptional needs in the public school system including basic terminology, classification, federal and state laws.
2. Students will understand basic neuropsychology of learning differences and how this may affect counseling strategy choices.
3. Students will identify researched-based brief therapy techniques for children with exceptional needs and their families including grief counseling, life transition issues, internalizing and externalizing behavioral interventions, social skills training, siblings of children with exceptional need, coaching students with executive functioning disorders and other interventions appropriate for primary, secondary, and tertiary interventions in the Response to Intervention Model and the NC Problem Solving Model
4. Students will identify researched-based counseling interventions appropriate for elementary, middle, and secondary students with exceptional needs such as autism spectrum disorders, language disorders, specific learning disabilities, attention deficit hyperactivity disorder, behavioral and emotional



disabilities, intellectual disability and developmental disabilities, Tourettes and tic disorders, fetal alcohol syndrome, and others.

5. Meet Standards for School Counseling Programs
  - A7. Current issues, policies, laws, and legislation relevant to school counseling;
  - C2a. Individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;
  - C2c. Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
  - C2d. Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, *attention deficit hyperactivity disorder*, childhood depression and suicide)
  - C2f. Constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic career, and personal/social success.

### **INSTRUCTIONAL METHODS**

This course will include a combination of lectures and class discussions, cooperative in-class learning activities, and on-line learning activities. Additional instructional methods include required readings in text and professional literature and case study analysis. Students will use a multi-modal conceptual framework to analyze student needs and appropriate support services. A literature case study will be required.

### **COURSE CONTENT**

This course will provide the background knowledge and skills for school counselors to be an active member of the multidisciplinary team and the problem solving team.

- Special Education: Introduction, Process for Eligibility, Individual Educational Plan
- Problem Solving and Response to Intervention
- Progress Monitoring and Direct Behavior Ratings
- Functional Behavioral Assessment and Positive Behavioral Support
- BAFFLES: Multi-modal framework of Behavior, Affect, Family, Friendships, Learning, Medication Effects, and Self.
- Specific Learning Disability
- Intellectual Disability and Developmental Disabilities
- Self-Determination
- Social and Emotional Disability
- AD/HD, Coaching, Social Skills, Comorbidity Issues
- Speech and Language Disabilities
- Autism Spectrum Disorders
- Gifted and Talented
- Transition Planning
- Parents and Test Information
- 504 Plan and Manifestation Determination
- North Carolina Eligibility Guidelines

### **ILLUSTRATIVE COURSE ACTIVITIES**

- Lectures and class discussions on course content
- Required readings in text and professional literature
- Classroom exercises utilizing literature case review and case studies
- Case Study analysis
- BAFFLES
- Large and small group discussions

## ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

- Tests
  - There are two major tests and a comprehensive literature case project.
- BAFFLES Project
- BAFFLES Project Presentation
- Case Studies
- Class Participation

### Grading Policy

#### *Performance Standards:*

<b>Assignment</b>	<b>Points</b>
2 Tests	200 points (2 @ 100 points each); 44% of grade
BAFFLES Project	100 points; 22% of grade
BAFFLES Project Presentation	50 points; 11% of grade
Participation	<u>100</u> points; 22% of grade
Total	450 points

**Grading Scale:** Grading is on a 10-point scale.

A = 90 to 100% of total points

B = 80 to 89% of total points

C = 70 to 79% of total points

U = ≤69% of total points

## AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

### **Probable texts:**

Trolly, B. C., Haas, H. S., & Patti, D. C. (2009). *The school counselor's guide to special education*. CA: Corwin Press.

Baumberger, J. and Harper, R. (2007). *Assisting students with disabilities: A handbook for school counselors, second edition*. CA: Corwin Press.

Shriver, L. (2003). *We need to talk about Kevin*. Great Britain: Mackays of Chatham

Novel: TBD

### **Required WebReadings**

IRIS Center, Vanderbilt University: <http://iris.peabody.vanderbilt.edu/resources.html>



### **Required readings:**

- (2002) Mini-Series: Promoting Academic Enablers to Improve Student Performance: Considerations for Research and Practice, *School Psychology Review*, 31(3).
- Deck, M., Scarborough, J., Sferrazza, M., and Estill, D. (1999). Serving students with disabilities: Perspectives of three school counselors, *Intervention in School and Clinic*, 34(3), 150-156.
- Glenn, E. (1998). Counseling children and adolescents with disabilities, *Professional School Counseling*, 2(1), piii-v.
- Lechtenberger, D., Mullins, F., and Greenwood, D. (2008). Achieving the promise: The significant role of schools in transforming children's mental health in America, *Teaching Exceptional Children*, Mar/Apr, 65-64.
- Milsom, A. (2002). Students with disabilities: School counselor involvement and preparation, *Professional School Counseling*, 5(5), 331-339.
- Pelsma, D., Hawes, D., Costello, J., and Richard, M. (2001). Creating helper children as natural supports, *Journal of Professional Counseling: Practice, Theory, and Research*, 32(2), 16-27).
- Tarver-Behring, S. and Spagna, M. (2004). Counseling with exceptional children, *Focus on Exceptional Children*, 36(8), 1-12.
- Tarver-Behring, S., Spagna, M., and Sullivan, J. (1998). School counselors and full inclusion for children with special needs, *Professional School Counseling*, 1(3), 51-57.

### **Related Readings**

- Siegel, D. (1999). *The developing mind: How relationships and the brain interact to shape who we are*, NY: Guilford Press.

### **Web resources**

- National Center on Response to Intervention: <http://www.rti4success.org>
- NASP: RTI Information: <http://www.nasponline.org/resources/rti/index.aspx>
- Intervention Central: <http://www.interventioncentral.org>
- Direct Behavior Report: <http://www.directbehaviorratings.com>
- NASP Resources for Educators: <http://www.nasponline.org/educators/index.aspx>
- Council for Exception Children website: <http://www.cec.sped.org>
- National Dissemination Center for Children with Disabilities (NICHCY): <http://www.nichcy.org/training/contents.asp>
- What Works Clearing House: <http://ies.ed.gov/ncee/wwc/>
- National Center for Learning Disabilities: <http://www.nclld.org>
- Museum of Disability: <http://www.museumofdisability.org/>
- IRIS: RTI Overview: <http://iris.peabody.vanderbilt.edu/rti>
- IRIS: Assessment: [http://iris.peabody.vanderbilt.edu/rti02\\_assessment/chalcycle.htm](http://iris.peabody.vanderbilt.edu/rti02_assessment/chalcycle.htm)



The Behavior Reporter: <http://www.jimwrightonline/php/tbrc/tbrc/php>  
Research Institute on Progress Monitoring: <http://progressmonitoring.org>  
North Carolina DPI Training Materials:  
<http://www.ncpublicschools.org/ec/development/learning/responsiveness/rtimaterials>  
Technical Assistance Center on Positive Behavioral Intervention <http://www.pbis.org/>  
Think College! <http://thinkcollege.net/>  
National High School Center (NHSC) <http://www.betterhighschools.org/>  
National Secondary Transition Technical Assistance Center (NSTTAC) <http://www.nsttac.org/>  
National Drop-out prevention Center for Students with Disabilities (NDPC-SD) <http://www.ndpc-sd.org/>  
National Post-school Outcomes Center (NPSO) <http://www.psocenter.org/>

### **SPECIFIC POLICIES THAT APPLY TO THE COURSE**

**Academic Integrity:** Students have a responsibility to know and observe the requirements of the *UNC Charlotte Code of Student Academic Integrity* (see p. 25-28 *UNC Charlotte Graduate Catalog, 2010-2011*). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

<http://www.legal.uncc.edu/policies/ps-105.html>

The following conduct is prohibited in the Code as violating standards of academic integrity:

**Cheating:** Intentionally using or attempting to use unauthorized alteration or invention of any information or citation in an academic exercise. This definition includes unauthorized communication of information during an academic exercise [**includes phone calls to students who have taken the exam requesting information about specific test/quiz questions**].

**Fabrication and Falsification:** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

**Multiple Submission:** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization from the instructor.



**Plagiarism:** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.

**Abuse of Academic Materials:** Intentionally or knowingly destroying stealing or making inaccessible library or other academic resource material.

**Complicity in Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

**Policy on a Grade of Incomplete:** To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (P. 37 of the UNC Charlotte 2010-2011 Graduate Catalog). A contract must be written and signed by the student and instructor before a grade of 'I' can be posted.

**Diversity Statement:** The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment. [http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

*Additional note to students: class discussions in this class may touch on topics that may be, unknowingly, sensitive to some students or may be stated in a way that may be considered rude or prejudicial, even though this was not the speaker's intent. At any time, please notify the instructor of these situations so that they can be discussed openly and honestly, either in class or privately, so that good, positive communication can continue between classmates and between the class and the instructor.*

**Attendance:** Students will earn **participation points** for each class session with the total number of possible points of 100 points (see Participation grading below). Participation points are earned through participation in whole-class discussion, in-class Case Studies, and other assigned small group work. Participation points will average 6 points per class session.

**Late Assignments:** No point credit will be awarded for late assignments. Deadlines may be extended for students with adequate cause; examples of "adequate cause" include illness (requires doctor's excuse) and death in the family (requires verification). Only one extension may be arranged during the semester. This extension must be discussed and agreed upon with the instructor and must be finalized via an individual written **contract prior to the due date** (This does not include the date the assignment is due). A detailed email explaining the situation is required.



**Professional Quality:** All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling; no typing errors). Directions for assignments should be followed carefully. If you do not understand the requirements of an assignment, it is your responsibility to contact the instructor prior to the due date. Specific assignment guidelines will be provided in the assignment directions and the scoring rubric.

**Tests:** Failure to take an assigned test will result in a zero for that test. Permission to take a test other than on the test date, requested prior to the test date, may be granted. Extenuating circumstances are the same as described above under Late Assignments. Usually, plan on taking the test early, not late.

**In Class Behavior:** At a minimum, students should exhibit behavior that they will be expected to require of the students they will counsel. This includes polite behavior exhibited in all communications, preparation for class, and participation during class activities.

**Cellular Phones and Beepers:** All cellular phones and beepers are expected to be turned off during class unless you have an emergency situation in which you will need to receive prior permission of the instructor. In this situation, set your ringer to vibrate so as not to disturb your colleagues in class.

**Voice Mail:** In this age of faster technology, instant response has become the expectation; however, the reality of a 24 hour day remains. Messages left on this instructor's voice mail will be responded to in a timely manner—please remember that the university offers coursework outside of a traditional work day (8-5) which results in nontraditional work hours for faculty. Messages left after 5 PM may not be received that evening or first thing the following morning. Messages left late Friday afternoons may not be received until the following week.

**Email:** Email has become an integral part of communication with the professor and between colleagues. However, there is still a time lag between the time students email a question or concern and the time that the professor can respond adequately and appropriately. Also, other students may benefit from the question/response experience. Therefore, the following rules of *email etiquette* are to be followed:

- a. Send an email if you are documenting an attendance issue or other emergency. Put in the subject line: 7150-Attendance. Use the Moodle message link or my UNCC email address.
- b. If you have a question regarding an assignment, test, reading, or other course content material, please bring your question to class so the entire class may benefit from your question and the subsequent response.
- c. If you have a private and/or personal concern, then a *face-to-face conference* is strongly recommended. Misunderstandings and misinterpretations are more likely to occur during email exchanges. Also, difficulties and differences can more quickly be resolved in a direct conference. ***This instructor maintains the authority to not respond in length to an email but instead require a face-to-face conference to problem-solve any issue with the student.***

**Inclement Weather Statement:** In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. There may be times when the University officially remains open but bad weather in the region makes it unsafe or unwise for faculty or students to travel. To determine if the University is closed due to weather conditions, call the University inclement weather hotline: 704-686-2877. If bad weather affects internet access, we will problem solve each situation individually. Be sure to check your UNCC email or Blackboard/Moodle email for notification of class cancellations authorized by the instructor.



**Students with an identified disability:** Students who have any identified disability that may affect their ability to demonstrate academic knowledge and content mastery (competency) in this class are encouraged to notify the instructor at the beginning of the semester or as soon as possible after an initial diagnosis. Documentation of the disability **must** be on file with the appropriate UNC Charlotte office. Specific accommodations are determined on an individual basis based on the filed documentation.

**The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed.**

**Special Note: The instructor reserves the right to make modifications in the rules, regulations, and schedule of this course. This includes an individual written contract with students as described above.**

## ATTACHMENTS

### *Course Calendar*

Week 1	Course Introduction
Week 2	Special Education Introduction
Week 3	Special Education Process
Week 4	North Carolina Problem Solving Model and NC Response to Intervention -Interface with school counseling
Week 5	Progress Monitoring and Direct Behavior Ratings related to counseling plans
Week 6	Test 1
Week 7	Specific Learning Disability Introduction to BAFFLES
Week 8	Social and Emotional Disability Functional Behavioral Assessment Positive Behavioral Support AD/HD: Comorbidity Issues, Coaching, Social Skills
Week 9	Intellectual Disability and Developmental Disabilities Self-Determination
Week 10	Speech and Language Disabilities Autism Spectrum Disorders
Week 11	Test 2
Week 12	Gifted and Talented
Week 13	Working with Families, Siblings Transition Planning
Week 14	504 Plans Manifestation Determination High Stakes Test Accommodations and Modifications
Week 15	BAFFLES Project Presentations
Week 16	Final Exam

### Current References

(2002) Mini-Series: Promoting Academic Enablers to Improve Student Performance: Considerations for Research and Practice, *School Psychology Review*, 31(3).

Carter, E., Lane, K., Pierson, M., and Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. *2 Exceptional Children*, 72(3), 333-346.

- Deck, M., Scarborough, J., Sferrazza, M., and Estill, D. (1999). Serving students with disabilities: Perspectives of three school counselors, *Intervention in School and Clinic*, 34(3), 150-156.
- DuPaul, G. (2007). School-based interventions for students with attention deficit hyperactivity disorder: Current status and future directions. *School Psychology Review*, 36(2), 183-194.
- DuPaul, G. and Stoner, G. (1994). *ADHD in the Schools: Assessment and intervention strategies*. NY: Guilford Press.
- Glenn, E. (1998). Counseling children and adolescents with disabilities, *Professional School Counseling*, 2(1), piii-v.
- Lechtenberger, D., Mullins, F., and Greenwood, D. (2008). Achieving the promise: The significant role of schools in transforming children's mental health in America, *Teaching Exceptional Children*, Mar/Apr, 65-64.
- Milsom, A. (2002). Students with disabilities: School counselor involvement and preparation, *Professional School Counseling*, 5(5), 331-339.
- Mychailyszyn, M., Mendez, J., and Kendall, P. (2010). School functioning in youth with and without anxiety disorders: Comparison by diagnosis and comorbidity. *School Psychology Review*, 39(1), 106-121.
- Pelsma, D., Hawes, D., Costello, J., and Richard, M. (2001). Creating helper children as natural supports, *Journal of Professional Counseling: Practice, Theory, and Research*, 32(2), 16-27).
- Pliszka, S., Carlson, C., and Swanson, J. (1999). *ADHD with comorbid disorders: Clinical assessment and management*. NY: Guilford Press.
- Ray, C. and Elliott, S. (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. *School Psychology Review*, 35(3), 492-501.
- Ryan, S. and Ferguson, D. (2006). On, yet under, the radar: Students with fetal alcohol syndrome disorder. *Exceptional Children*, 72(3), 363-379.
- Seligman, M. and Darling, R. (2007). *Ordinary families, special children (3rd ed.)*. NY: Guilford Press.
- Streissguth, A. (1997). *Fetal alcohol syndrome: A guide for families and communities*. Baltimore: Paul H. Brooks, Publ. Co.
- Tarver-Behring, S. and Spagna, M. (2004). Counseling with exceptional children, *Focus on Exceptional Children*, 36(8), 1-12.
- Tarver-Behring, S., Spagna, M., and Sullivan, J. (1998). School counselors and full inclusion for children with special needs, *Professional School Counseling*, 1(3), 51-57.

Volpe, R., DuPaul, G., DiPerna, J., Jitendra, A., Lutz, J. G., Tresco, K., and Junod, R. (2006). Attention deficit hyperactivity disorder and scholastic achievement: A model of mediation via academic enablers. *School Psychology Review*, 35(1), 47-61.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Dr. Janet K. Baxter

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:**

Approved on 11/17/10 by the College Graduate Curriculum Committee

Date

Chair: 