

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-28c	Appr 4/5/05	Appr 4/26/05

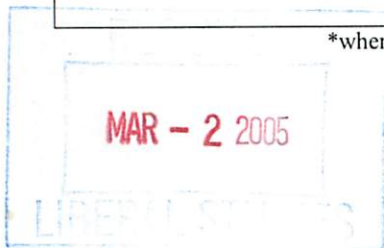
**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person <b>Joseph Domaracki</b>	Email Address <b>jwdomara@iup.edu</b>
Proposing Department/Unit <b>Special Education &amp; Clinical Services</b>	Phone <b>X72450</b>

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<b>EDEX 111 Introduction to Exceptional Persons</b>	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i> <b>2-11-05</b>
Department Chair(s)	<i>Joseph Domaracki</i> <b>2-14-05</b>
College Curriculum Committee Chair	<i>Joseph Domaracki</i> <b>3-2-05</b>
College Dean	<i>[Signature]</i> <b>3-2-05</b>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Sechrist</i> <b>4-5-05</b>

\*where applicable



## **Part II. Description of Curriculum Change**

### **1. New Syllabus of Record**

#### **I. CATALOG DESCRIPTION**

**EDEX 111 INTRODUCTION TO EXCEPTIONAL PERSONS**

**3c-01-3cr**

**Prerequisites: For Departmental Majors, Dual Majors, Minors and Official Incoming Transfers Only**

Surveys characteristics, needs, problems, and behavior patterns of individuals who have disabilities or who are gifted. Develops an understanding and knowledge of individuals with sensory, behavioral, physical, cognitive, language, and learning disabilities. Acquaints students with history and legislative bases of special education.

#### **II. COURSE OBJECTIVES**

The student will demonstrate, through discussion and formal and informal activities and evaluation, that he/she has developed:

1. knowledge of the history of special education from early history to the present; **(Chapter 354: I. A; CEC: Standard 1)**
2. knowledge of litigation and legislation that led to the passage of the Individuals with Disabilities Education Act (IDEA); **(Chapter 354: I. A, I. C; CEC Standard 1 &2)**
3. knowledge and understanding of the requirements of IDEA, including general knowledge of IEPs, service delivery models, and referral and assessment procedures and mainstreaming and inclusion; **(Chapter 354: I. A; CEC Standard 1)**
4. knowledge and understanding of the requirements of Section 504 and the Americans with Disabilities Act (ADA); **(Chapter 354: I. A; CEC: Standard 1)**
5. knowledge of the characteristics and etiology of each exceptionality area; **(Chapter 354: I. D, I. E; CEC: Standard 2 & 3)**
6. sensitivity for exceptional students with culturally and linguistically diverse backgrounds; **(Chapter 354: I. B; CEC: Standard 2)**
7. awareness of the feelings of parents of exceptional children; **(Chapter 354: II. G; CEC: Standard 8)**
8. recognition of the importance of early intervention along with knowledge of the types of programs available; **(Chapter 354: II. G; CEC: Standard 8)**
9. awareness of programs for youth and adults with disabilities, including transition programs; **(Chapter 354: I. I; CEC: Standard 4)**
10. awareness and understanding of the impact of technology and assistive devices on the field of special education and learning outcomes; **(Chapter 354: II. D; CEC: Standard 5 & 7)**

11.knowledge of the assessment of students with disabilities and the implications for cultural and linguistically diverse individuals; (**Chapter 354: I. F; CEC: Standard 6 & 7**)

12.awareness of the different advocacy and professional organizations that address the needs of students with a variety of disabilities. (**Chapter 354: III. A; CEC: Standard 9**)

<b>Discipline Specific Standard/ Program Objective</b>	<b>Course Objective and Performance Indicator</b>	<b>Course Assessment Measuring Objective</b>
1. Foundation	1, 2, 3, & 4	Reflective Writing Exam 1
2. Development & Characteristics	2, 5 & 6	Reflective Writing Exam 1
3. Learning Differences	5	Reflective Writing Exam 2
4. Instructional Strategies	9	Reflective Writing Exam 2
5. Environmental & Social Interaction	10	Reflective Writing Exam 2
6. Communication	11	Reflective Writing Exam 3
7. Instructional Planning	10 & 11	Reflective Writing Exam 3
8. Assessment	7 & 8	Reflective Writing Exam 3
9. Ethics	12	Reflective Writing Final Exam
10. Collaboration	8	Reflective Writing Final Exam

### III. REQUIRED TEXTBOOKS

Heward, William L. *Exceptional children*, 6<sup>th</sup> edition. Columbus, OH: Prentice-Hall, Inc., 2000.

Mancuso, Rieser and Stotland. *The right to special education in Pennsylvania*. The Educational Law Center – PA, 1999.

### IV. REQUIRED READINGS

- Chapter 1 Defining Special Education
- Chapter 2 Planning and Providing Special Education Services
- Chapter 7 Learning Disabilities
- Chapter 8 Emotional and Behavioral Disorders
- Chapter 6 Mental Retardation
- Chapter 3 Special Education in a Culturally Diverse Society

#### MID-TERM

- Chapter 9 Communication Disorders
- Chapter 10 Hearing Loss
- Chapter 11 Blindness and Low Vision

- Chapter 12 Physical Impairments and Special Health Care Needs
- Chapter 13 Severe Disabilities
- Chapter 14 Giftedness and Talent Development
- Chapter 4 Parents and Families of Children with Special Needs
- Chapter 5 Early Childhood Special Education
- Chapter 15 Transition to Adulthood

V. PROJECTED COURSE CALENDAR ALL DATES SUBJECT TO CHANGE

- Week 1            General information, introductory activities  
Receive course syllabus, history & background of Special Education
- Week 2            Focus on laws, policies, terminology, pre- referral procedures
- Week 3            EXAM #1
- Week 4            RETURN EXAM  
Students with learning disabilities (definitions, prevalence, causes, historical background, assessment techniques, strategies for education & treatment, and current issues & future trends)
- Week 5            Students with emotional & behavioral disorders
- Week 6            Students with mental retardation
- Week 7            Understanding & appreciating cultural & linguistic differences,  
Assignment #1 – due \*
- Week 8            EXAM #2
- Week 9            RETURN EXAM  
Students with communication disorders
- Week 10           Students who are deaf & hard of hearing  
Students who are blind or have low vision
- Week 11           EXAM #3
- Week 12           RETURN EXAM  
Students with physical & health impairments
- Week 13           Students with severe disabilities
- Week 14           Students who are gifted -working with parents & families, etc.  
Assignment #2 – due \*
- Week 15           FINAL EXAM

\* EDEX majors must submit two (2) copies of each assignment, one of which the instructor will keep, the other to be included in student's portfolio.

## VI. COURSE ACTIVITIES

Students will be responsible for the material presented by way of the text, lectures, discussions, class activities, outside speakers, audio-visual presentations and selected handouts.

- A. Students will be responsible for the terms and definitions as they occur in the assigned chapters.
- B. Students should anticipate unannounced short quizzes and class activities which will be given some class periods. Students may make up a maximum of two (2) missed class activities. Points given will count toward total grade points, these are not bonus points.

The number of activities/assignments have not been determined. **DO NOT APPROACH THE INSTRUCTOR PRIOR TO CLASS AND ASK IF AN ACTIVITY IS SCHEDULED!!!**

- C. There will be three (3) examinations during the semester and an examination during the week of final examinations. **ALL DATES MAY BE SUBJECT TO CHANGE.**
- D. Audio-visuals will be used to provide a multi-sensory approach to instruction and effective teaching aids for introduction, reinforcement, expansion of materials covered in the text.
- E. Resource people may be invited to speak.

## VIII. EXAMINATION POLICIES

There will be three (3) examinations during the semester and a final examination during final examination week. Examinations will be primarily multiple-choice and completion with some short essay. Students must notify instructor in advance if student will be unable to take exam on scheduled date. Make-up of scheduled examinations will be at the discretion of the instructor. Examinations will be returned at the next class meeting whenever possible, at which time the instructor will go over the test items. The class during which a test is returned is the only time it will be reviewed. Please do not ask to review your test at any other time.

Anyone arriving late for a scheduled examination will be allowed to take it as long as no one has finished and left the test room. After the first person finishes the test and leaves the room, late arrivals will be required to take a make-up test (different form) at a later date, usually no sooner than one week.

Examinations will be given only on the scheduled dates and time. Anyone not taking an examination at the scheduled date and time will be given a make-up examination, and will be penalized five (5) points. This penalty may be waived if satisfactory written proof of emergency or illness is provided. Make-ups must be taken within one (1) week of the original examination date.

## IX. GRADING PROCEDURE

90 – 100%	A	Exams	50% of grade
80 - 89%	B	Quizzes	25% of grade
70 - 79%	C	Assignments	25% of grade
60 - 69%	D		
59% & below	F		

## X. BIBLIOGRAPHY

- Duetsch-Smith, D. (2004). *Introduction to special education: Teaching in an age of opportunity*. Allyn & Bacon.
- Hallahan, D. & Kauffman, J. (2003). *Exceptional learners: Introduction to special education with casebook*. Allyn & Bacon.
- Hardman, M., Drew, C., & Egan, M. (2002). *Human exceptionality: Society, school and family*. Seventh Edition, Allyn & Bacon.
- Hunt, N., & Marshall, K. (2005) *Exceptional children and youth*. Houghton Mifflin.
- Kirk, S., Gallagher, J., & Anastasiow, N. (2000). *Educating exceptional children*. 11 th Edition, Houghton Mifflin.

## **2. Summary of Proposed Changes**

The prerequisites for this course are being changed. Current prerequisites are: “For Departmental Majors and Official Incoming Transfers Only .” The new prerequisites would be: “For Departmental Majors, Dual Majors, Minors and Official Incoming Transfers Only”. This change in requirements will open this gatekeeper course to students who have selected a Dual major in Disability Services, a minor in Education of Exceptional Persons or a minor in Education of Persons who are Deaf and Hard of hearing. (N.B. Catalog description between the old and new course descriptions varies because of catalog error).

Course objectives have been modified to come into alignment with PDE & CEC standards as follows: 1.) two new objectives have been added, and 2.) PDE and CEC standards corresponding with objectives have been parenthetically added along with a standards matrix.

## **3. Justification for the Revision**

EDEX 111 Introduction to Exceptional Persons is the foundation course of three programs in the department. It serves as the number one prerequisite for all other course in the department’s three programs. This change in requirements is necessary to open this gatekeeper course to students who have selected a Dual major in Disability Services, a minor in Education of Exceptional Persons or a minor in Education of Persons who are Deaf and Hard of hearing Programs.

## **4. Old Syllabus of Record**

### **I. CATALOG DESCRIPTION**

**EX 111 INTRODUCTION TO EXCEPTIONAL PERSONS            3 s.h.**

**Prerequisites: For Departmental Majors and Official Incoming Transfers Only**

Surveys characteristics, needs, problems, and behavior patterns of individuals who have disabilities or who are gifted. Develops and understanding and knowledge of individuals with sensory, behavioral, physical, cognitive, language, and learning disabilities. Acquaints students with history and legislative bases of special education.

### **II. COURSE OBJECTIVES**

This course is designed to develop:

1. knowledge of the history of special education from early history to the present;
2. knowledge of litigation and legislation that led to the passage of Public Law 94-142;
3. knowledge and understanding of the requirements of PL 94-142, PL 99- 457, and PL 101-476, including general knowledge of IEPs, service delivery models, and referral and assessment procedures;
4. knowledge and understanding of the requirements of Section 504 and the Americans with Disabilities Act;
5. knowledge of the characteristics and etiology of each exceptionality area;
6. sensitivity for exceptional students with culturally diverse backgrounds;
7. awareness of the feelings of parents of exceptional children;
8. recognition of the importance of early intervention along with knowledge of the types of programs available;
9. awareness of programs for youth and adults with disabilities, including transition programs;
10. awareness and understanding of the impact of technology and assistive devices on the field of special education and learning outcomes.

### **III. COURSE OUTLINE**

#### **A. Special Education in the Schools**

1. Legal background: Special education and civil rights
2. Legislation: PL 94-142, PL 99-457, PL 101-476
3. Related legislation, including Section 504 and the Americans with Disabilities Act



#### 4. Special education today

### B. Mental Retardation

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

### C. Learning Disabilities

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

### D. Behavior Disorders

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

### E. Communication Disorders

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

## F. Autism

1. Definitions and terminology
2. Identification; similarity to other syndromes
3. Classification systems
4. Prevalence
5. Causes
6. Characteristics
7. Effective educational approaches, including auditory training and facilitated communication
8. Transition and life span issues
9. Role of technology

## G. Hearing Impairment

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

## H. Vision Impairment

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

## I. Physical and Health Impairments

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

## J. Severe Multiple Disabilities

1. Definitions and terminology
2. Identification

3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

#### K. Gifted and Talented Children

1. Definitions and terminology
2. Identification
3. Classification systems
4. Prevalence
5. Causes and prevention
6. Characteristics
7. Effective educational approaches
8. Transition and life span issues
9. Role of technology

#### L. Cultural Diversity in Special Education

1. International perspectives
2. Reasons for concern
3. Terminology
4. Assessment of culturally diverse exceptional children; problems and suggested solutions
5. Concerns of specific diverse groups
6. Guidelines for teachers of culturally diverse exceptional children

#### M. Working With Parents and Families

1. Relating to families
2. Effects of a handicapped child on parents and family
3. Involving supporting families
4. Guidelines for working effectively with parents of handicapped children

#### N. Early Intervention

1. Importance of Early Intervention
2. Identification and Assessment of Handicapped Infants and Preschoolers
3. Early Childhood Special Education Programs mandated by PL 99-457

#### O. Adults With Disabilities

1. Transition
2. Employment
3. Residential alternatives
4. Recreation and leisure
5. Community integration
6. Federal legislation

#### IV COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

Four (4) examinations  
Disability awareness project  
Assigned readings and writings

#### V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points according to the following scale:

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

#### VI. REQUIRED TEXTBOOK

Ysseldyke, J. E., & Algozzine, B. (1990). Introduction to special education (2nd ed.). Boston: Houghton Mifflin.

#### VII. BIBLIOGRAPHY

Bower, E. M. (1991). The handicapped in literature. Denver: Love.

Bullock, L. M., & Hook, P. P. (1982). Appropriate education for everybody. Minneapolis: Burgess.

Clark, B. (1991). Growing up gifted: Developing the potential of children at home and at school (4th ed.). Riverside, NJ: Merrill/MacMillan.

Cordikni, B. (1987). Living with a learning disability. Carbondale: Southern Illinois University.

Curran, J. S., & Cratty, B. J. (1991). Speech and language problems in children. Denver: Love.

Fox, L., Brody, L., & Tobin, D. (1983). Learning disabled-gifted children: Identification and programming. Baltimore: University Park Press.

Gearheart, B. R., Weishan, M. W., & Gearhart, C. J. (1988). The exceptional student in the regular classroom (4th ed.). Riverside, NJ: Merrill/MacMillan.

Glass, R. M., Christiansen, J., & Christiansen, J. L. (1982). Teaching exceptional students in the regular classroom. Boston: Little Brown.

Gloeckler, T., & Simpson, C. (1988). Exceptional students in the regular classroom: Challenges, services, and methods. Mountain View: Mayfield.

Hammill, D. D., & Bartel, N. R. (1986). Teaching students with learning and behavior problems. Boston: Allyn and Bacon.

Haring, N. G., & McCormick, L. (Eds). (1990). Exceptional children and youth (5th ed.). Columbus: Merrill.

Harry, B. (1992). Cultural diversity, families, and the special education system: Communication and empowerment. New York: TeachersCollege Press.

Heward, W. L., & Orlansky, M. D. (1991). Exceptional children (4th ed). Riverside, NJ: Merrill/MacMillan.

Keller, C. E. (1987). Learning disabilities: Issues and instructional interventions. Washington: NEA. Professional Library, National Education Association.

Lloyd, J., Singh, N. N., & Repp, A. C. (1991). The regular education initiative: Alternative perspectives on concepts, issues and models. New York: Teachers.

Meyen, E. L., & Skrtic, T. M. (1991). Exceptional children and youth: An introduction (3rd ed). Denver: Love.

Scheeneberger, R.C. (1987). A history of mental retardation. Baltimore: Brooks.

Shore, K. (1986). The special education handbook: A comprehensive guide for parents and educators. New York: Teachers CollegePress.

Taber, F. M., & Cain, E. J. Jr. (1987). Educating disabled people forthe 20th century. San Diego: Little, Brown.

Vergason, G. A. (1991). Dictionary of special education and rehabilitation (3rd ed). Denver: Love.

Vaughn, S., & Bos, C. S. (1987). Research in learning disabilities: Issues and further directions. Boston: Little, Brown.

Weiner, R., & Hume, M. (1987). An education for all: Public policy and handicapped children. Alexandria: Capital.

Wisniewski, H. M., & Snider, D. A. (1986). Mental retardation: Research, education, and technology transfer. New York: Academy ofSciences.