

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit <b>Department of Special Education &amp; Clinical Services Education of Exceptional Persons Program</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 417/517 Education of Persons with Mental Retardation or Developmental Disabilities</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>	Date <i>2-14-05</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>2-14-05</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>3-7-05</i>
College Dean	<i>[Signature]</i>	<i>3-7-05</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
<b>Additional signatures as appropriate:</b> (include title)		
UWUCC Co-Chairs	<i>Gail Schust</i>	<i>4-5-05</i>

\* where applicable

MAR - 2 2005

LIBERAL STUDIES

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

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

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

**EDEX 417/517 EDUCATION OF PERSONS WITH MENTAL RETARDATION OR  
DEVELOPMENTAL DISABILITIES** **3c-01-3cr**

**Prerequisites:** Successful completion of Step I of the Three Step Process, a dual major in Disability Services or , a minor in EDEX.

Focuses on major theoretical positions regarding etiology of mental retardation and developmental disabilities, including autism. Definition, identification, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.

#### **COURSEOBJECTIVES:**

This course is designed to develop:

- A. knowledge and understanding of definitions, terminology, and the identification process; Chapter 354: I.A, I.C; CEC: Standard 1 & 2**
- B. knowledge and understanding of characteristics of mentally retarded children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs; Chapter 354: I.B, I.D; CEC: Standard 2 & 3**
- C. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, PL 99-457, PL 101-476, Section 504, and the Americans with Disabilities Act; Chapter 354: I.A, I.C, I.F; CEC: Standard 1 & 2**
- D. student ability to examine and analyze research and theoretical orientations regarding etiologies and interventions; Chapter 354: I.C, I.D, I.E; CEC: Standard 2 & 3**
- E. knowledge and understanding of current issues and trends; Chapter 354: I.A, I.B, I.C, I.F; III.A; CEC: Standard 1, 2 & 9**
- F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery; Chapter 354: I.B, I.F; CEC: Standard 1 & 2**
- G. student ability to select appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models; Chapter 354: I.G, I.I, I.J,;II.A, II.B, II.C, II.D, II.F; CEC: Standard 4, 5, 6, 7, & 8**
- H. The ability to design and implement functional teaching approaches and ecological inventories; Chapter 354: I.G, I.H; II.A, II.C, II.D, II.F, II.G; CEC: Standard 4, 5, 6, 7 & 8**
- I. the ability to design individual and classroom behavior management plans; Chapter 354: II.A, II.B, II.C, II.D, II.E; CEC: Standard 4, 5, & 7**

- J. knowledge, understanding of, and skill in collaborative consultation with professionals and parents; **Chapter 354: II.A, II.G; CEC: Standard 6, 7 & 10**
- K. knowledge and skill in using computer software, alternate programming, assistive technology, and other current technology to enhance learning outcomes; **Chapter 354: I.J; CEC: Standard 4**
- L. skill in applying formal and informal assessment data to guide instructional decision-making. **Chapter 354: I.G, I.H, I.I, I.J; II.A, II.G; CEC: Standard 4, 6, 7 & 8**

<b>Discipline Specific Standard/ Program Objective</b>	<b>Course Objective and Performance Indicator</b>	<b>Course Assessment Measuring Objective</b>
1. Foundation	A, C, E, & F	Mid-Term Exam Power Point Presentation
2. Development & Characteristics	A, B, C, D, E & F	<b>Mock IEP Development</b> Power Point Presentation Mid-Term Exam
3. Learning Differences	B & D	<b>Mock IEP Development</b> Power Point Presentation Mid-Term Exam
4. Instructional Strategies	G, H, I, K & L	<b>Mock IEP Development</b> Power Point Presentation Mid-Term Exam
5. Environmental & Social Interaction	G, H & I	<b>Mock IEP Development</b> Power Point Presentation Mid-Term Exam
6. Communication	G, H, J & L	<b>Mock IEP Development</b> Power Point Presentation Final Exam
7. Instructional Planning	G, H, I, & L	<b>Mock IEP Development</b> Power Point Presentation Final Exam
8. Assessment	G,H & L	<b>Mock IEP Development</b> Power Point Presentation Final Exam
9. Ethics		
10. Collaboration	J	<b>Mock IEP Development</b> Power Point Presentation Final Exam

### III. COURSE OUTLINE

Week 1 Definitions and Terminology

Week 2 Characteristics

Week 3 Historical Perspectives

- Week 4    Definitions and Service Delivery Models
1. Integrated placement model
  2. Segregated placement model
- Week 5    Research Documenting Similarities and Differences in the Developmental Characteristics Of Students with Mild Learning and Behavioral Disorders
- Week 6    Theoretical Perspectives: Concepts and Implications,
1. Classification, etiological and descriptive research, and educational approaches
  2. Integration issues
- Week 7    Medical Aspects
- Week 8    Autism: Research and Training Issues
- Week 9 & 10    Research and Issues in Assessment Procedures
1. Types of measures
  2. Educational relevance of assessment measures
  3. Technical adequacy and usefulness
  4. Biasing factors, including concerns regarding students from multi-culturally and Linguistically diverse backgrounds
- Week 11 & 12    Learning Characteristics: Preschool through Adult
1. Functional academic skills
  2. Social and emotional aspects
  3. Career/vocational issues and service delivery models
- Week 13 & 14    Principles of Academic Remediation and Program effectiveness
1. Prescriptive teaching
  2. Functional curriculum: vocational and domestic
  3. Community-based instruction
  4. Communication skills
  5. Linguistically and culturally diverse students
  6. Use of technology to enhance instruction
- Week 15    Collaborative Consultation and Teamwork
1. General educators
  2. Other agency personnel
  3. Parents

#### IV. REQUIREMENTS:

- 1). Complete course readings.

- 2). Participate in class discussion and activities.
- 3). Complete course exams.
- 4). Complete all assignments.
- 5). Complete field experience observations – Graduate Students Only

#### V. ATTENDANCE POLICY:

Students are required to attend all classes. However, in keeping with University policy on attendance, students will be allowed a number of absences equal to the credit value of the course. EDEX 417 is a three-credit course, therefore, the limit is three (3) unexcused absences. Students exceeding the limit of three (3) unexcused absence will be penalized one (1) letter grade for each absence over the limit. An absence is considered excused only if it is accompanied by a doctor's excuse.

#### V. PRE-PRACTICUM FIELD EXPERIENCE:

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification. Each student is required to spend a total of 20 hours of participation in a setting that serves students with mental retardation or developmental disabilities. The field experience may be completed prior to or concurrent with course enrollment. Students are expected to provide a written account of their experience. The written assignment for this experience will be a daily journal chronicling the 20-hour observation experience. Evaluation and grading of this journal is explained in the "Grades" section of the syllabus. (Ch.354:II.A, II.B, II.C, II.D, II.E, II.F, II.G; CEC: Standard 4, 5, 6, & 7)

#### VI. COURSE EXAMS:

There will be two (2) major exams, worth 100 points each, during the course of the semester. Test questions will be taken from your reading material as well as class lecture notes. Additionally, there will be weekly quizzes on questions pertaining to your reading or lecture material. Missed quizzes cannot be made up except for reasons of death or illness verifiable by a doctor's excuse. If you miss a quiz due to an excused absence you will have ONE WEEK to make it up - no exceptions! There will be final project worth 100 points. The project will involve the development of an IEP. You will be given all necessary information during weeks 11 - 15 to complete the final project. It will be due on the last day of class and must be typed using **Microsoft Office Suite** or an appropriate electronic IEP software format.

#### VII. ASSIGNMENTS:

Students will be assigned a group project to be presented to the class on a specific developmental disability. The group project will involve a written paper that should be 5 -7 pages in length and should review a minimum of seven (7) recent (within the last five years) references. References may include web sites, journal articles and books. Papers should be typed using **Microsoft Office Suite**, double-spaced and written in APA format. Each written report must contain the following components:

1. Incidence rates
2. Etiology of the disability
3. Functional characteristics
4. Language/communication concerns
5. Programmatic Issues/Educational concerns
6. Prognosis for adulthood
7. Key vocabulary

Group reports will be presented in class sometime between week 6 and 10. Groups will have an entire class period to present their information and to answer questions. Each report must include a **PowerPoint presentation**, additionally; each group's paper should be duplicated so that every student receives a copy of the paper. The following disabilities must be covered by a group presentation.

1. Fragile X
  2. Fetal Alcohol Syndrome
  3. Cornelia de Lange Syndrome
  4. Seizure Disorders
  5. Prader-Willi Syndrome
  6. Tourette Syndrome
  7. Angelman Syndrome
  8. PKU
- (Ch.354: I.A, I.C, I.D, I.E, I.I, I.J; II.C, II.D.; III.A; CEC: Standard 1, 2, 3, 4, 5, 7 & 9)**

Written assignments will be evaluated and graded using the following criteria:

- a). Sentence structures - complete and grammatically correct;
- b). Word usage - appropriate form, tense, and person;
- c). Punctuation and spelling - correct usage and spelling;
- d). Terminology - appropriate use of professional terms; and
- e). Overall organization and content of the written product.

Additionally, the pre-practicum experience journal is required of all graduate students. The same criteria utilized for evaluation of the group projects will be used for the pre-practicum field experiences.

#### VIII. GRADES:

Points will be accumulated during the semester from the quizzes, course exams, final project and group presentation. Each exam will be worth 100 points for a total of 200 possible points and your quizzes will be worth 100 points. The final project and the group project will be worth 100 points each. Graduate students will have an additional 100 points earned through the field experience journal. The following percentages applied to the obtained points will determine your final grade.

#### VI. EVALUATION METHODS

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

	Undergraduate	Graduate		
A = 93 - 100%	463 - 500	555 - 600	Exams	200 points
B = 85 - 92%	423 - 462	507 - 554	Course Project	100 points
C = 77 - 84%	383 - 422	459 - 506	Literature Review Paper	100 points
D = 76 - 69%*	343 - 382	411 - 458	Quizzes	100 points
F = below 69%	342 & Below		Field Experience (517)	100 points

\*No "D" grade is recognized in IUP graduate work.

#### VII. REQUIRED TEXT

Beirme-Smith, M., Patton, J. R., & Payne, J. S. (2000). *Mental retardation: A life cycle approach*. (7<sup>th</sup> ed) Columbus, Ohio: Merrill.

#### VIII. BIBLIOGRAPHY

Beirne-Smith, M., Ittenbach, R. & Patton, J. (2002). *Mental retardation*.  
(6<sup>th</sup> ed) Columbus, Ohio: Merrill.

Crane, L. (2002). *Mental retardation: A community integration approach*.  
Wadsworth.

Graziano, A. (2002). *Developmental Disabilities: Introduction to a diverse field*. Boston MA;  
Allyn and Bacon.

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

The prerequisites for this course are being changed. Current prerequisites are: Successful completion of Step I of the Three Step Process. The new prerequisites would be: Successful completion of Step I of The Three Step Process, a dual major in Disability Services, or a Minor in EDEX. Step I of the Three Step Process requires a 3.0 GPA, passing PRAXIS I Exam scores, a successful Professional Portfolio Review, and completion of a minimum of 48 credits. Within the 48 credits there must be six credits of mathematics, six credits of English, COMM 103 or equivalent and EDSP 102 all passed with a grade of "C" or better. There would be no change in the prerequisites for the graduate version of this course EDEX 517.

Course objectives have been modified to come into alignment with PDE & CEC standards. The PDE and CEC standards corresponding with course objectives have been parenthetically added to each objective along with the inclusion of a standards matrix.

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

Incorporating Step I of the Three Step Process into the prerequisites for our 400 Level courses will Provide two important benefits. First, it will make entry into those courses more selective. This will assist in enrollment management for a group of courses that are used as curricular options for several graduate and undergraduate programs. Second, it will serve as a mid-point evaluation of teacher education candidate competence in which a thorough review of the candidates general and specific knowledge bases, skills, and dispositions can be assessed and decisions regarding the candidates potential to continue or discontinue his/her field of study.

Third, adding the statements, a dual major in Disability Services, or a Minor in EDEX, will allow all Sociology students selecting the dual major or minor option of their new curriculum as well as all students from other Colleges selecting the EDEX minor to also gain admission to the course.



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

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

**EX 417/517 EDUCATION OF PERSONS WITH MENTAL RETARDATION OR  
DEVELOPMENTAL DISABILITIES**

**3 s.h.**

Focuses on major theoretical positions regarding etiology of mental retardation and developmental disabilities, including autism. Definition, identification, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.

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

This course is designed to develop:

1. knowledge and understanding of definitions, terminology, and the identification process;
2. knowledge and understanding of characteristics of mentally retarded children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs;
3. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, PL 99-457, PL 101-476, Section 504, and the Americans with Disabilities Act;
4. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
5. knowledge and understanding of current issues and trends;
6. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery;
7. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models;
8. knowledge and understanding of importance of functional teaching approaches and ecological inventories;
9. knowledge and understanding of designing individual and classroom behavior management plans;
10. knowledge and understanding of collaborative consultation with professionals and parents;
11. knowledge and skill in using computer software, alternate programming, assistive technology, and

other current technology to enhance learning outcomes;

12. skill in applying formal and informal assessment data to guide instructional decision-making.

### III. COURSE OUTLINE

A. Definitions and Terminology

B. Characteristics

C. Historical Perspectives

D. Definitions and Service Delivery Models

1. Integrated placement model
2. Segregated placement model

E. Research Documenting Similarities and Differences in the Developmental Characteristics of Students with Mild Learning and Behavioral Disorders

F. Theoretical Perspectives: Concepts and Implications,

1. Classification, etiological and descriptive research, and educational approaches
2. Integration issues

G. Medical Aspects

H. Autism: Research and Training Issues

I. Research and Issues in Assessment Procedures

1. Types of measures
2. Educational relevance of assessment measures
3. Technical adequacy and usefulness
4. Biasing factors, including concerns regarding students from multi-culturally and linguistically diverse backgrounds

J. Learning Characteristics: Preschool through Adult

1. Functional academic skills
2. Social and emotional aspects
3. Career/vocational issues and service delivery models

K. Principles of Academic Remediation and Program effectiveness

1. Prescriptive teaching
2. Functional curriculum: vocational and domestic
3. Community-based instruction
4. Communication skills

5. Linguistically and culturally diverse students
6. Use of technology to enhance instruction

#### L. Collaborative Consultation and Teamwork

1. General educators
2. Other agency personnel
3. Parents

#### IV. PRE-PRACTICUM FIELD EXPERIENCES FOR GRADUATE STUDENTS

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification.

The graduate student is required to spend a total of 20 hours of participation in a setting serving students with mental retardation or developmental disabilities. The field experience may be completed prior to or concurrent with course enrollment, as long as all participation hours are completed by the midterm point in the course. Students are expected to provide written and oral accounts of their experiences according to instructor guidelines and departmental policy governing pre-student teaching experiences.

#### V. COURSE REQUIREMENTS

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

Completion of assigned reading from text and journals.

Participation in class discussion and/or activities.

Exams - Three exams consisting of multiple choice, completion, true-false and short essay items. 100 points each.

Journal Critique - Each student will complete critiques/analysis of five articles from professional journals. The critiques must address a variety of topics discussed during the course. (No two articles can address the same topic). Each critique/analysis must be 2-3 pages in length. 20 points each (100 points total).

Two Course Projects:

1. Ecological Inventory - Each student will conduct an ecological inventory assessment project of a vocational or domestic environment leading to the identification of content to be included within the functional curriculum. 50 points.
2. Community Survey - Each student will conduct a community survey for a student's local community. The objective of this assignment is to identify potential training site for community based instruction within the functional curriculum. 50 points.

GRADUATE STUDENT REQUIREMENTS:

Field experience - See item IV Pre-Practicum Field Experience for Graduate Students for detailed description of assignment.

Literature Review Paper - Each student will complete a 5-7 page literature review paper on a topic directly related to course content. The paper must include at least five references that are no more than 5 years old. Topics must be approved by course instructor. 100 points.

## VI. EVALUATION METHODS

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

		Undergraduate	Graduate
A = 90 - 100%	Exams	50%	25%
B = 80 - 89%	Course Project	25%	15%
C = 70 - 79%	Journal Critique	25%	10%
D = 60 - 69%*	Field Experience		25%
F = below 60%	Review Paper		25%

\*No "D" grade is recognized in IUP graduate work.

## VII. REQUIRED TEXT

Beirne-Smith, M., Patton, J. R., & Payne, J. S. (1990). Mental retardation. New York: Merrill.

## VIII. BIBLIOGRAPHY

Baroff, G. S. (1991). Developmental disabilities: Psychosocial aspects. Austin, TX: Pro-Ed.

Berkell, D. E. (Ed.). (1992). Autism: Identification, education, and treatment. Hillsdale, NJ: Erlbaum.

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