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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Special Education & Clinical Services Education of Exceptional Persons Program	Phone X72450

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

1. Course Proposals (check all that apply) <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	
EDEX 419/519 Education of Persons with Brain Injuries or Learning Disabilities	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <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.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i> 2-11-05
Department Chair(s)	<i>Joseph Domaracki</i> 2-14-05
College Curriculum Committee Chair	<i>Joseph Domaracki</i> 3-2-05
College Dean	<i>[Signature]</i> 3-2-05
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Sechrist</i> 4-5-05

* where applicable

MAR - 2 2005

LIBERAL STUDIES

Part II: Description of Curriculum Change

1. New Course Syllabus

I. CATALOG DESCRIPTION

**EDEX 419/519 EDUCATION OF PERSONS WITH BRAIN INJURIES OR LEARNING
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 neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

II. COURSE OBJECTIVES:

Students will demonstrate through verbal discussion and in writing that they have a working knowledge of:

1. knowledge and understanding of definitions, terminology, and the identification process (**Chapter 354: I. C; CEC: Standard 2**)
2. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, Section 504, PL 99-457, PL 101-476 (IDEA), PL 101-336 (ADA) (**Chapter 354: I. A; CEC: Standard 1**)
3. knowledge and understanding of characteristics of children, adolescents, and adults with learning disabilities: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs (**Chapter 354: I. D; CEC: Standard 2 & 3**)
4. the ability to examine and analyze research and theoretical orientations regarding etiologies and interventions (**Chapter 354: I. E; CEC: Standard 3**)
5. knowledge and understanding of current issues and trends (**Chapter 354: III. E; CEC: Standard 5 & 7**)
6. knowledge and understanding of the various professional organizations for professionals, advocates, and parents who interact with and teach students with learning disabilities (**Chapter 354: III. A; CEC: Standard 9**)
7. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery (**Chapter 354: II. B; CEC: Standard 5 & 7**)
8. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models (**Chapter 354: I. I, II. F, II. G; CEC: Standard 4, 6 & 7**)
9. knowledge and understanding of cognitive and learning strategies approaches (**Chapter 354: II. D; CEC: Standard 5 & 7**)

10. skills in designing individual and classroom behavior management plans (**Chapter 354: II. B, II. E; CEC: Standard 5 & 7**)
11. knowledge of an individual education plan and the various roles of participants in an IEP meeting (**Chapter 354: I. H; CEC: Standard 4**)
12. skill in writing a daily and weekly lesson plan (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
13. the ability to use task analysis and scope and sequence procedures (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
14. knowledge of the concepts of: levels of presentation and model/prompt/check (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
15. knowledge, understanding of, and skill in collaborative consultation with professionals and parents (**Chapter 354: II. A, II. F, II. G, III. C, III. D; CEC: Standard 6, 7, 9 & 10**)
16. skill in applying formal and informal assessment data to guide instructional decision making (**Chapter 354: I. F, I. G, II. A; CEC: Standard 1, 7 & 8**)
17. knowledge and skill in using computer software, assistive technology, and current technology to enhance learning outcomes (**Chapter 354: I. J; CEC: Standard 4**)
18. skill in utilizing various forms of technology programs and/or software (Inspiration, PowerPoint, and enhanced web browsers/editors) (**Chapter 354: I. J; CEC: Standard 4**)

Discipline Specific Standard/ Program Objective	Course Objective and Performance Indicator	Course Assessment Measuring Objective
1. Foundation	2 & 16	Exam 1
2. Development & Characteristics	1 & 3	Assessment Evaluation Project Case Study Project Exam 1
3. Learning Differences	3 & 4	Assessment Evaluation Project Exam 1
4. Instructional Strategies	8, 11, 12, 13, 14, 17 & 18	Assessment Evaluation Project Inspiration Project Exam 2
5. Environmental & Social Interaction	5, 7, 9, 10, 12, 13 & 14	Assessment Evaluation Project Case Study Project Exam 2
6. Communication	8, & 15	Assessment Evaluation Project Exam 2

7. Instructional Planning	5, 7, 8, 9, 10, 14, 15 & 16	Assessment Evaluation Project Inspiration Project Exam 2
8. Assessment	16	Assessment Evaluation Project Exam 3
9. Ethics	6, & 15	Exam 3
10. Collaboration	15	Assessment Evaluation Project Case Study Project Exam 3

III. COURSE OUTLINE

Week 1 Definitions and Terminology

Week 2 Characteristics

Week 3 Historical Perspectives

Week 4 Definitions and Service Delivery Models

Week 5 Research Documenting Similarities and Differences in the Developmental Characteristic of Students with Learning Disabilities, Mental Retardation, and Behavioral Disorders

Week 6 & 7 Theoretical Perspectives: Concepts and Implications,

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

Week 8 Medical Aspects

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. Basic academic areas
2. Social and emotional aspects
3. Learning style
4. Career/vocational implications

Week 13 & 14 Principles of Academic Remediation and Program Effectiveness

1. Effective teaching research

2. Learning strategies
3. Cognitive self-management
4. Study skills
5. Linguistically and culturally diverse students
6. Use of technology to enhance instruction

Week 15 Collaborative Consultation and Teamwork

1. General educators and other agency personnel
2. 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 brain injuries or learning disabilities. The field experience may be completed prior to or concurrent with course enrollment, as long as all participation hours for the course 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/EVALUATION:

The course will include lecture, discussion, group work, role play, simulations, and student presentations. Class participation is essential. It is therefore expected that students will attend all class sessions.

A weighting system will be used in this class to assign grades. The objectives listed above will be assessed in one of the five methods listed below. These include: exams/quizzes, a case study project, take home assignments, in class activities, and group projects. Below is the percentage each will be worth.

Exams:

In-Class Activities:

Inspiration Project:

Case Study Project:

Faking It Journal Entries

Graduate Student Practicum: see note below

1. Exams: Three non-cumulative exams will be given throughout the semester. They will each be worth 50 points. The first exam will be slightly longer and have an essay question. Exams #2 and #3 will not have an essay question. The types of questions that will appear will be multiple choice, matching, and short answer.
2. In-Class Activities: Periodically throughout the semester students will be asked to complete activities during class that correspond to class lecture/discussion. The number of activities/assignments has not been determined. You must be present in class the evening the assignment/activity was completed. If you have an excused absence according to the IUP Catalog you will be asked to obtain documentation

of your absence. You need to make a copy of the documentation and turn it in to me during class. Please note: since this is a three-hour night class, missing one class is the equivalent of missing three one hour classes during the day. Therefore, only one night can be made-up (if excused) during the semester. If it is determined your absence is "excused" you will be given an alternate assignment. (50 points)

3. Inspiration Project: Inspiration is a computer program that many learning support teachers (as well as others) have found to be very beneficial to helping students with LD write and organize their thoughts. You will be introduced to the program and then required to complete a project by using Inspiration. Specific requirements will be forthcoming. What you will be doing will be tailored for students with LD. This project is meant to build on prior knowledge; however, you will not be at a disadvantage if you have never been exposed to the program. (100points)
4. Case Study Project: After certain classes you will be asked to apply the information presented to a case study. For example, once the assessment review discussion occurs in class, you will then be required to review a case study and recommend some assessments you feel should be administered. (100 points)
5. Faking-It Journals: As reading material is assigned out of the Faking It textbook, you will be asked to respond. At times, specific questions will be provided by your instructor for you to respond to. At other times you will be asked to simply react to the assigned reading. (100 points)

GRADUATE STUDENTS ONLY:

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 the 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 = 93 - 100%	463 - 500	555 - 600	Exams	150 points
B = 85 - 92%	423 - 462	507 - 554	Inspiration Project	100 points
C = 77 - 84%	383 - 422	459 - 506	Faking -it Journal	100 points
D = 76 - 69%*	343 - 382	411 - 458	Case Study	100 points
F = below 69%	342 & Below		In-class Activities	50 points
			Literature Review Paper (G)	100 points

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

VII. REQUIRED TEXT

Lerner, J. (2000). *Learning disabilities: Theories, diagnosis, and teaching strategies* (8th ed.). Boston: Houghton Mifflin.

VIII. BIBLIOGRAPHY

- Bos, C. & Vaughn, S. (1998). *Strategies for teaching students with learning and behavior problems*. (4th ed). Boston: Allyn and Bacon.
- Hallahan, D., Kauffman, J. & Lloyd, J. (1999). *An introduction to learning disabilities*. (2^{ne} ed.) Boston: Allyn and Bacon.
- Mercer, C. & Mercer, A (2001). *Teaching student with learning problems*. Prentice Hall.
- Reid, D., Hresko, W., & Swanson, H. (Eds.) (1996). *Cognitive approaches to learning disabilities* (3rd ed.) Austin, TX; Pro-ed.
- Rodis, P., Garrod, A. & Boscardin, M.L. (2001). *Learning disabilities and life stories*. Boston: Allyn and Bacon.
- Schoenbrodt, L. (2001). *Children with traumatic brain injury: a parents guide*. Woodbine House.
- Tyler, J. & Mira, M. (1999). *Traumatic brain injury in children and adolescents: A sourcebook for teachers and other school personnel*. (2nd ed). Austin, TX; Pro-ed.

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 516.

Course objectives have been modified to come into alignment with PDE & CEC standards as follows:

1). Objectives have been added and 2). 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 Course Syllabus

I. CATALOG DESCRIPTION

EX 419/519 EDUCATION OF PERSONS WITH BRAIN INJURIES OR LEARNING DISABILITIES

3 s.h.

Focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. 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 learning disabled 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 cognitive and learning strategies approaches;
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, and 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
- E. Research Documenting Similarities and Differences in the Developmental Characteristics of Students with Learning Disabilities, Mental Retardation, 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. 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
- I. Learning Characteristics: Preschool through Adult
 - 1. Basic academic areas
 - 2. Social and emotional aspects
 - 3. Learning style
 - 4. Career/vocational implications
- J. Principles of Academic Remediation and Program Effectiveness
 - 1. Effective teaching research
 - 2. Learning strategies
 - 3. Cognitive self-management
 - 4. Study skills
 - 5. Linguistically and culturally diverse students
 - 6. Use of technology to enhance instruction
- K. Collaborative Consultation and Teamwork
 - 1. General educators and other agency personnel
 - 2. 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 brain injuries or learning disabilities. The field experience may be completed prior to or concurrent with course enrollment, as long as all participation hours for the course 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 through successful completion of the following course requirements:

Completion of assigned readings in text and selected journals.

Participation in class discussion and/or activities.

Exams. Three major exams consisting of multiple choice, completion and short essay items. 100 points.

Course Project. Each student will design a specific learning strategy plan or survival skills strategy plan that could be used by a person experiencing a learning disability or traumatic brain injury. The plan should include: objective/purpose, procedures for use of the plan, application of the plan and methods for evaluating the plans effectiveness. 100 points.

Journal Critiques. Each student will complete critiques/analysis of five articles from professional journals. The critique 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).

GRADUATE STUDENTS ONLY:

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 the course instructor.

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 = 59% or below	Literature Review		25%

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

VII. REQUIRED TEXT

Lerner, J. (1993). Learning disabilities: Theories, diagnosis, and teaching strategies (6th ed.). Boston: Houghton Mifflin.

VIII. BIBLIOGRAPHY

Barkley, R. A. (1991). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment. New York: Guilford.

Bartel, N., & Hammill, D. D. (1990). Teaching students with learning and behavior problems. Austin, TX: Pro-Ed.

Bigler, E. D. (Ed.). (1990). Traumatic brain injury: Mechanisms of damage assessment, intervention, and outcome. Austin, TX: Pro-Ed.

Brown, F. R. III, Aylward, E., & Keogh, B. K. (Eds.). (1992). Diagnosis and management of learning disabilities: An interdisciplinary approach. San Diego, CA: Singular Publishing.

Cummings, R. W., & Maddux, C. D. (1985). Parenting the learning disabled: A realistic approach. Springfield, IL: Charles C. Thomas.

Gallico, R. P., Burns, T., & Grob, C. (1992). Emotional and behavioral problems in children with learning disabilities. San Diego, CA: Singular Publishing.

Gerring, J., & Carney, J. (1992). Head trauma: Strategies for educational reintegration. San Diego: Singular Publishing.

Hammill, D. D., & Myers, P. (1990). Learning disabilities: Basic concepts, assessment practices and instructional strategies. Austin, TX: Pro-Ed.

Kirk, S. A., & Chalfant, J. C. (1984). Academic and developmental learning disabilities. Denver: Love.

Lavin, P. (1991). Teaching kids to think straight. Columbia, MO: Hawthorne.

Lovitt, T. C. (1989). Introduction to learning disabilities. Columbia, MO: Allyn & Bacon.

- Murphy, S. T. (1992). On being L.D.: Perspectives and strategies of young adults. New York: Teachers College Press.
- Pennington, B. F. (1992). Diagnosing learning disorders: A neuropsychological framework. New York: Guilford.
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- Torgessen, J. K. (1991). Cognitive and behavioral characteristics of children with learning disabilities. San Diego: Singular Publishing Group.
- Waldron, K. A. (1991). Teaching students with learning disabilities: Strategies for success. San Diego: Singular Publishing.