

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 03-39c Apr 4/13/04 Apr 4/27/04

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>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.

1. Course Proposals (check all that apply)
- New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

EDEX 417/517 Education of Persons with Mental Retardation or Developmental Disabilities

*Current Course prefix, number and full title*                      *Proposed course prefix, number and full title, if changing*

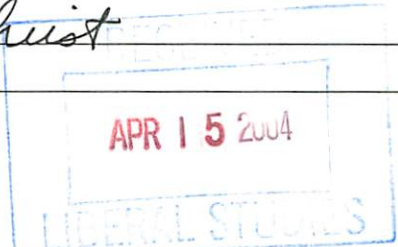
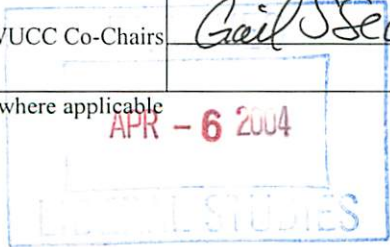
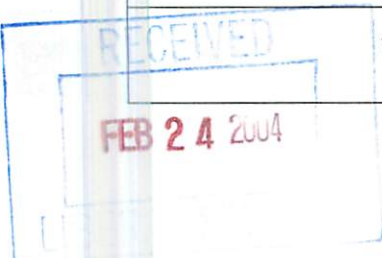
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track                       Catalog Description Change                       Program Revision

*Current program name*                      *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Murray Gloor-Johns</i>	<i>2-3-04</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>2-3-04</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>2-23-04</i>
College Dean	<i>[Signature]</i>	<i>2-23-04</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	<i>4-13-04</i>

\* where applicable



## **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

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**

Students will be able to:

1. demonstrate knowledge and understanding of definitions, terminology, and the identification process;
2. demonstrate 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. demonstrate knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 93-112, PL 99-506, PL 94-142, PL 101-476, Section 504, PL 105-17 (IDEA) and the Americans with Disabilities Act;
4. demonstrate knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
5. demonstrate knowledge and understanding of current issues and trends;
6. demonstrate knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery;
7. demonstrate knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models;
8. demonstrate knowledge and understanding of importance of functional teaching approaches and ecological inventories;
9. demonstrate knowledge and understanding of designing individual and classroom behavior management plans;

10. demonstrate knowledge and understanding of collaborative consultation with professionals and parents;
11. demonstrate knowledge and skill in using computer software, alternate programming, assistive technology, and other current technology to enhance learning outcomes;
12. demonstrate skill in applying formal and informal assessment data to guide instructional decision-making.

### 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      Research and Issues in Assessment Procedures

9 & 10

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      Learning Characteristics: Preschool through Adult

11& 12

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

Week      Principles of Academic Remediation and Program effectiveness

13 &14

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 Culminating Activity

#### 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%	Literature Review Paper		25%

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

## VII. ATTENDANCE POLICY

Instructors will provide his or her individual course attendance policy. All attendance policies will be in compliance with the stipulations of the Undergraduate Course Attendance Policy outlined on page 23 of the Undergraduate Catalog.

## VIII. REQUIRED TEXT

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

## IX. 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: “Junior status or above and a 3.0 grade point average”. The new prerequisites would be:” Successful completion of Step I of the Three Step Process”. 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.

## **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 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.

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

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**3 s.h.**

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### III. COURSE OUTLINE

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- B. Characteristics
- C. Historical Perspectives
- D. Definitions and Service Delivery Models
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  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
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- H. Autism: Research and Training Issues
- I. Research and Issues in Assessment Procedures
  1. Types of measures
  2. Educational relevance of assessment measures
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  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

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## 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.

Bell, E. W. (Ed.). (1986). Autism : A reference book. New York: Longman.

Blatt, B. (1987). The conquest of mental retardation. Austin, TX: Pro-Ed.

Calculator, S. N., & Bedrosian, J. L. (1988). Communication assessment and intervention for adults with mental retardation. Boston: College-Hill.

Crump, I. M. (1987). Nutrition and feeding of the handicapped child. Boston: College-Hill.

Dawson, G. (Ed.). (1989). Autism : Nature, diagnosis, and treatment. New York: Guilford Press.

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- Gadow, K. D., & Poling, A. D. (1988). Pharmacotherapy and mental retardation. Boston: College-Hill.
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- Tver, D. F., & Tver, B. M. (1991). Encyclopedia of mental and physical handicaps. Austin, TX: Pro-Ed.