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 03-39d Apr 4/13/04 Apr 4/27/04

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.

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 418/518 Education of Persons with Physical or Multiple 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                       Program Revision  
 New Minor Program                       New Track                       Other

*Current program name*

*Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Kenneth A. Schmitt</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 TECC</i>	<i>2-23-04</i>
College Dean	<i>[Signature]</i>	<i>7-23-04</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schmitt</i>	<i>4-13-04</i>

\* where applicable

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LIBERAL STUDIES

LIBERAL STUDIES

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

### **1. New Course Syllabus**

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

**EDEX 418/518 EDUCATION OF PERSONS WITH PHYSICAL OR MULTIPLE DISABILITIES**

**3c-01-3cr**

**Prerequisites:** Successful completion of Step I of the Three Step Process

Focuses on major theoretical positions regarding etiology of a wide and diverse range of physical/multiple disabilities, the 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 be able to:

1. demonstrate knowledge and understanding of definitions, terminology, and the identification process;
2. demonstrate knowledge and understanding of characteristics of physically or multiply disabled 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, PL99-506, 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, self-contained, and transition;
8. demonstrate knowledge and understanding of therapeutic management of sensorimotor and physical disabilities;
9. demonstrate knowledge and understanding of avenues to physical participation;
10. demonstrate knowledge and understanding of collaborative consultation with professionals and parents;

11. demonstrate knowledge and skill in using computer software, alternate programming, and current technology;
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 of Conditions Resulting in Physical Disabilities
- Week 3    Historical Perspectives
- Week  
4 & 5    Service Delivery Models
1. Integrated placement model
  2. Segregated placement model
- 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 & 9    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  
10 & 11    Learning Characteristics: Preschool through Adult
1. Academic skills
  2. Social and emotional aspects
  3. Career/vocational implications
  4. Special health care needs
- Week  
12 & 13    Principles of Academic Remediation and Program effectiveness
1. Prescriptive teaching
  2. Life management skills
  3. Communication skills
  4. Physical and motor skills
  5. Linguistically and culturally diverse students
  6. Use of technology to enhance instruction

- Week 14 Collaborative Consultation and Teamwork
1. General educators and other agency personnel
  2. Parents

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 physical and/or multiple 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 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 instructional program or adaptive skill program that could be used in educating an individual with physical or multiple disability. 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%	0%
D = 60-69%	Field Experience		25%
F = 59% or below	Literature Review		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 TEXTS

Batshaw, M. (2002). Children with disabilities. (5<sup>th</sup> ed)  
Baltimore, MD; Paul H. Brooks.

## IX. BIBLIOGRAPHY

Bigge, J., Best, S. & Heller, K (2001). Teaching individuals with physical, health, or multiple disabilities. (4<sup>th</sup> ed). Columbus, Ohio: Merrill.

Bowe, F. (2000). Physical, sensory, and health disabilities: An introduction. Columbus, Ohio: Merrill.

Hill, J. (1999). Meeting the needs of students with special physical and health care needs. Columbus, Ohio: Merrill.

Porter, S., Haynie, M., Bierle, T., Caldwell, T. & Palfrey, J. (1997). Children and youth assisted by medical technology in educational settings: Guidelines for care. (2<sup>nd</sup> ed) Baltimore, MD; Paul H. Brooks

## **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**

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

**EX 418/518 EDUCATION OF PERSONS WITH PHYSICAL OR MULTIPLE DISABILITIES**

**3 s.h.**

Focuses on major theoretical positions regarding etiology of a wide and diverse range of physical/multiple disabilities, the definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

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

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1. knowledge and understanding of definitions, terminology, and the identification process;
2. knowledge and understanding of characteristics of physically or multiply 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, self-contained, and transition;
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### III. COURSE OUTLINE

#### A. Definitions and Terminology

#### B. Characteristics of Conditions Resulting in Physical Disabilities

#### C. Historical Perspectives

#### D. Service Delivery Models

1. Integrated placement model
2. Segregated placement model

#### E. 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. Academic skills
2. Social and emotional aspects
3. Career/vocational implications
4. Special health care needs

#### J. Principles of Academic Remediation and Program effectiveness

1. Prescriptive teaching
2. Life management skills
3. Communication skills
4. Physical and motor 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

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## VII. REQUIRED TEXTS

Bigge, J. L. (1991). Teaching individuals with physical and multiple disabilities. New York: Merrill.

## VIII. BIBLIOGRAPHY

Batshaw, M. L., & Perret, Y. M. (1986). Children with handicaps: A medical primer. Baltimore: Paul Brookes.

Bleck, E. E., & Nagel, D. A. (1982). Physically handicapped children: A medical atlas for teachers. Boston: Allyn & Bacon.

Church, G., & Glennen, S. (1991). The handbook of assistive technology. San Diego: Singular Publishing.

Fraser, B. A., & Hensinger, R. (1983). Managing physical handicaps. Baltimore: Paul H. Brookes.

Goossens, C., & Crain, S. (1986). Augmentative communication: Intervention resource. Wauconda, IL: Don Johnston Developmental Equipment.

Hardy, J. C. (1983). Cerebral Palsy. Englewood Cliffs, NJ: Prentice Hall.

Henderson, G., & Bryan, W. V. (1984). Psychosocial aspects of disability. Springfield: Charles C. Thomas.

Hilgartner, M. (1989). Hemophilia in the child and adult. New York: Raven Press.

Holliday, P. (1989). Special needs in ordinary schools: Children with physical disabilities. London: Carrell Education Ltd.

McLone, D. (1984). An introduction to spina bifida. Chicago: Northwestern University.

Umbreit, J. (1983). Physical disabilities and health impairments: An introduction. Columbus, Merrill.

Urbano, M. T. (1992). Preschool children with special health care needs. San Diego: Singular Publishing.

Wehman, P., Wood, W., Everson, J. M., Goodwin, R., & Conley, S. (1988). Vocational education for multihandicapped youth with cerebral palsy. Baltimore, MD: Paul H. Brookes Publishing Co.