

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 02-52 App 3/11/03 App 11/4/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person SUSAN GLOR-SCHIEB	Email Address SGLORSCH
Proposing Department/Unit Special Education and Clinical Services	Phone 7-5686

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 460 / S60 FAMILY PERSPECTIVES ON DISABILITY
 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

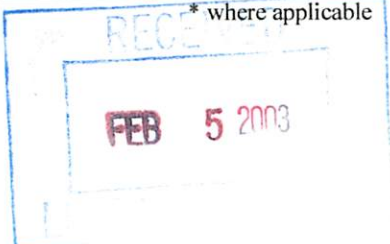
- ___ New Degree Program ___ Program Title Change ___ Program Revision
 ___ New Minor Program ___ New Track ___ Other

Current program name Proposed program name, if changing

4. Approvals

Approvals	Date
Department Curriculum Committee Chair(s) <i>Joseph Domaradi</i>	11-12-02
Department Chair(s) <i>Joseph Domaradi</i>	11-12-02
College Curriculum Committee Chair <i>Ronald Swarden</i>	1-20-03
College Dean <i>[Signature]</i>	1/20/03
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Gail S. Schuist</i>	3/11/03

* where applicable



New Course Proposal

1. Section A: Details of the course

A1 This course specifically addresses disability issues from the family's perspective. As professionals in training, undergraduate and graduate students in the College of Education are expected to develop skills and competencies in working effectively with families of students or clients with disabilities. Currently, several courses in each of the 4 departmental programs (Education of Exceptional Persons, Education of Persons with Hearing Loss, Rehabilitation, and Speech and Language Pathology) address some issues regarding parent-professional collaboration. However, no single course in the department, college, or across the university deals specifically with family perspectives on disabilities and methods to enhance parent-professional relationships, particularly throughout a child's school years.

A2 This course is an elective and requires no changes in any course content in the Education for Exceptional Persons program, nor in any other program in the Special Education and Clinical Services Department.

A3 It has been offered 3 times as a dual-level special topics course in Spring, 2000, Spring, 2001, and Summer, 2002

A4 This is an elective, dual-level course that has already attracted enrollees from all 4 programs in the department as well as students from the School Psychology. It is likely that this course will also attract students from the Counseling Education or Community Counseling programs.

A5 This is a 3-credit dual-level course; there is no option for variable credit.

A6 Comparisons: Attached are program descriptions from Illinois and Minnesota, states who have provided leadership for all states in the development of special education practices. Each of the Graduate-level programs includes specific course offerings in collaborating with families. In Pennsylvania, many beginning special education teachers have a bachelor's degree, therefore, there is increased need that undergraduate as well as graduate level students be prepared to work effectively with families.

A7 Standards: Standards must be met in the design and implementation of programs that prepare professionals who provide education for students with disabilities. The Council for Exceptional Children (CEC), an international organization, created standards for professional practice and has established a competency list of knowledge and skills that every beginning special education teacher must demonstrate, *the CEC Common Core Knowledge and Skills*. Standard 10 addresses collaboration with families, other educators, related service providers, and personnel from community agencies. Collaboration with families has become increasingly important to the success of home/school relationships throughout a

child's schooling years and for successful transition into adult life. This course seeks to train professionals to work proactively with families, to enhance parent/professional relationships, and to identify strategies that avoid obstructive, combative interactions. Such interactions lead to unnecessary litigation.

Section B: Interdisciplinary Implications

B1 One instructor teaches this course. In its original offering, it was co-taught by a faculty member and a parent of a daughter with disabilities. At that time, grant monies supported the course. These monies are no longer available. At this time, one instructor is adequate for teaching this course, which utilizes combined teaching methodologies of lecture and seminar and include actual interviews with families of children and youth with disabilities, and technology-based course requirements in which students explore web sites geared for families seeking information about disabilities. All enrollees create power point presentations as a culminating course summary activity. The subject of their presentations focus on information they would share with colleagues regarding effective partnering with families and building constructive home-school relationships. Graduate-level enrollees are required to complete additional research-based literature reviews of self-selected disability areas. The course instructor must approve topical areas before students proceed with their research.

B2 This course is relevant to professional core courses in the College of Education in that any issue related to education involves families. The issues become more immediate in the field of special education because of teaming and collaboration requirements involved in special education processes and practices.

B3 This course will not be cross-listed with any other departments.

B4 Students in the school of continuing education are welcome to enroll, particularly if they have an interest in education, disability issues, community counseling, community service, etc.

Section C: Implementation:

C1 No new faculty member is required to teach this course. In addition to the course developer, another faculty member in the department has expressed an interest in teaching this course on alternate offerings, as needed. This course will be counted as one preparation and three hours of equated workload.

C2 No special space or equipment is needed. No laboratory supplies are needed. Library resources are adequate. No travel funds or miscellaneous costs are required.

C3 Though originally grant-funded, this course no longer has outside funding support. Parents who at one time received honorariums to work with students in this class now are available on a voluntary basis.

C4 The course is to be offered one time per year, either semester, or during the summer.

C5 Because of its interdisciplinary nature, this course is more effective with various majors enrolled. It will be offered one section at a time

C6 Typically, it is anticipated that 15-20 students will enroll. As in the past, we will continue to alert advisors throughout the college about the course offering until the course becomes established.

C7 No professional society recommends enrollment limits or parameters for this course

C8 This course does not involve the use of distance education

D. Miscellaneous

No additional information is needed

2. Catalog Description:

EDEX 460-560 Family Perspectives on Disability

3 class hours

0 lab hours

Prerequisites: PSYC 101

3 credit hours

(3c-0l-3cr)

Intended for any major who will work with families and youth with disabilities. By understanding families as competent and resourceful systems, students will critically examine ways to collaborate effectively with family members. This course will focus on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children.

SYLLABUS OF RECORD

EDEX 460/560 FAMILY PERSPECTIVES ON DISABILITY

3 class hours
0 lab hours
3 credit hours

PREREQUISITES: PSYC 101

(3c-0l-3cr)

I. CATALOG DESCRIPTION

Intended for any major who will work with families and youth with disabilities. By understanding families as competent and resourceful systems, students will examine critically ways to collaborate effectively with family members. This course will focus on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Identify issues and influences that impact the family system;
2. Apply a family systems approach to understanding families;
3. Explore key concepts related to collaborative orientations and responsive patterns;
4. Identify relevant family resources and services that professionals can use to support their understanding of and work with families;
5. Apply strategies for effective communication when working with families and/or on a team;
6. Identify culturally responsive communication and teaching practices using family input;
7. Consider implications for supporting families with risk characteristics during their children's educational life span;
8. Develop strategies for utilizing appropriate procedures in family assessment;
9. Identify parental responses to the diagnosis of their child's disability, including stages of grief and equilibrium/disequilibrium theories;
10. Investigate research-based programs that involve families with their schools and communities;

11. Examine important transition issues of families as their children become adults with disabilities;
12. Articulate principles and practices of family-centered approaches;
13. Develop a problem-prevention orientation to working effectively with families through the use of simulation and role-play activities.

III. COURSE OUTLINE

Week	Topic	Assigned Reading
1	Introduction and course overview Family involvement in the special education process	
2	Family functions -Family strengths and needs -Understanding family characteristics that place children at risk -Understanding disability characteristics that place families at risk	-O'Shea & O'Shea Chapters 2 & 4 -ProPacket
3	Assessing families	O'Shea & O'Shea Chapter 5
4	Cultural impact on family and disability -Families of students from diverse backgrounds -Valuing family diversity	-O'Shea & O'Shea Chapter 3
5	Obstacles to parent-professional relationships -Attitudes -Barriers to effective communication -Avoiding miscommunications and other pitfalls	-ProPacket
6	-Quiz -Students submit disability-related topic for web-based research project	
7	Families of children in early childhood and elementary-level special education - initial identification issues and problem solving	-O'Shea & O'Shea Chapters 6 & 7

- 8 Working with families of adolescents and adult individuals with disabilities -O'Shea & O'Shea Chapters 8 & 9
 -transition planning
 -legal responsibilities of IEP team members in planning transition to adult life
- 9 Roundtable Sessions
 -visiting families of children and adults with disabilities are interviewed by small student groups
- 10 Facilitating family participation and decision making O'Shea & O'Shea Chapters 10 & 12
 -Developing home-school partnerships
 -Understanding the mandates for family involvement
Written summary of roundtable sessions due
- 11 Communication skills to facilitate problem prevention and problem solving -ProPacket
 -Understanding the dynamics of home-school communication
 -Understanding the multi-dimensional collaboration framework and the skills associated with each stage
- 12 **Web-based projects presented and peer evaluated**
- 13 Assisting families in Pennsylvania's Special Education processes and procedures -ProPacket
 -Interpreting procedural safeguards
 -The components of evaluation reports (ER) and individualized educational programs (IEP)
 -Understanding mediation and due process procedures
- 14 Preparing in-service presentations
 -identifying goals for target audience
 -establishing primary points
 -providing explanation
 -initiating discussion questions
 -determining additional resources
 -utilizing presentation software
- 15 **In-service presentations and peer evaluations**

IV. COURSE REQUIREMENTS AND EVALUATION METHODS UNDERGRADUATE STUDENTS (Graduate students see addendum attached)

1. (10%) Class participation – In accordance with university attendance policies, participation includes attending scheduled class sessions and contributing to class discussions and activities in ways that demonstrate your understanding and synthesis of course materials and readings. Students will self-assess their participation, provide examples or other pertinent documentation.
2. (15%) Course journal and summary exercise – Students will maintain a journal throughout the course to react to the issues, topics, and feelings that this course raises. Students are also expected to raise questions for the group to address.
3. (20%) Parent “round table” discussions and written summary – Students will join parents for semi-structured discussions regarding family perspectives within a small group format. Discussions may focus on information regarding the identification of their child’s disability, family reactions and effect on family dynamics, the history of support services the family and child received, parental relationships with professionals, and suggestions that a parent has on improving those relationships. Students will summarize their findings in anecdotal form, integrate the results of the round table discussion with class readings and discussions, and describe what was learned to enhance their professional work with families.
4. (20%) Web-based research – Professionals need to explore various means to obtain information regarding children with disabilities and their families. Such information should be used to enhance your own information base and increase your ability to assist families with whom you work. Students should identify various sites, those that provide information as well as those that offer support. Students will summarize their investigation – write up site locations, print out relevant information, describe ways the information is useful to you and/or to families. These summaries will be presented to classmates in a poster-style format, including a one-page informative summary to hand out.
5. (20%) Partnership building projects – The purpose of this assignment is to provide students with an opportunity to develop or strengthen family-professional relationships in ways that are relevant to present or future professional needs and interests. Students might think about an in-service presentation they would make to a school’s faculty about working effectively with or understanding families, or, on the other hand, a presentation to a parent group about effectively communicating their ideas, needs, and opinions to faculty and other school personnel. Students may work alone or in small, self-identified pairs. Students should use presentation software like PowerPoint for this assignment. We will peer-assess each presentation. Handouts of slide summaries (3 or 6 per page) should be distributed prior to the presentation.
6. (15%) Quiz. One quiz will be given on textbook assignments and handouts.

Grading

- A – 90%-100% of total possible points
- B – 80%-89% of total possible points
- C – 70%-79% of total possible points
- D – 60%-69% of total possible points
- F – less than 60% of total possible points

V. ATTENDANCE

Individual faculty will denote an attendance policy on specific course syllabi.

VI. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

O'Shea, D.J., O'Shea, L.J., Algozzine, R., & Hammitte, D.J. (2001). *Families and Teachers of Individuals with Disabilities*. Boston: Allyn & Bacon

ProPacket. Available from ProPacket, University Square One, which includes:

Annotated IEP. (2001). Available through www.PATTAN.k12.pa.us.

Pugach, M. & Johnson, L. (2002). School-Family Collaboration. In Collaborative Practitioners, Collaborative Schools. Denver: Love

Procedural Safeguards Notice. (2001). Available through www.PATTAN.k12.pa.us.

Telthorster, B. (2001). What Parents Want Professionals to Know and Do. Handout from workshop on Assistive Technologies to Enhance Communication and Collaboration in Education, November 14, 2001, Holiday Inn, Indiana.

Turnbull, A. & Turnbull, R. (2001). Family Characteristics. Families, Professionals, and Exceptionality: Collaborating for Empowerment (4th ed.)

VII. BIBLIOGRAPHY

Kerns, G.M. (1992). Helping professionals understand families. Teacher Education and Special Education, Volume 15(1). P 49-55.

Alper, S., Schloss, P.J. & Schloss, C.N. (1995). Families of children with disabilities in elementary school: Advocacy models and strategies. Exceptional Children, 62, 261-270.

Bender, W.N. & Wall, M.E. (1994). Social-emotional development of students with learning disabilities. Learning Disabilities Quarterly, 17, 323-341.

- Boyce, G.C., Behl, D. & Akers, J. (1991). Child characteristics, family demographics and family process: their effects on the stress experienced by families of children with disabilities. Counseling Psychology Quarterly, 4, 273-288.
- Covert, S. (1992) Supporting families. In, J. Nisbet (ed.) Natural supports in school, at work and in the community for people with severe disabilities (pp/ 121-163). Baltimore: Paul H. Brooks.
- Darling, R.B. & Baxter, J. (1996). Families in focus: Sociological methods in early intervention. Austin, TX: Pro-Ed.
- Dyson, L. (1996). The experiences of families of children with learning disabilities: Parental stress, family functioning, and sibling self-concept. Journal of Learning Disabilities, 29, 280-285.
- Halpern, A.S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. Exceptional Children, 59, 486-498.
- Hanley-Maxwell, C., Witney-Tpmas, J. & Pogoloff, S.M. (1995). The second shock: A qualitative study of parents' perspectives and needs during their child's transition from school to adult life. Journal of the Association for Persons with Severe Handicaps, 20(1), 3-15.
- Harris, S.L. (1994). Siblings of children with autism: A guide for families. Rockville, MD: Woodbine House.
- Hornby, G. (1995). Working with parents of children with special needs. London: Cassell.
- Floyd, J.V. & Glenn, M.S. (1997). The parent project: A workshop approach to parent involvement. Intervention in School and Clinic, Volume 33(2). p.133-134.
- Hannon, P. & Welch, J. (1993). Bringing parents into initial teacher education in the context of a school partnership. Educational Review, Volume 45(3), p. 279-292.
- Ladd, G.W., Kochenderfer, B.J. & Coleman, C.C. (1996). Friendship quality as a predictor of young children's early school adjustment. Child Development, 67, 1103-1118.
- Marshak, L.E. & Seligman, M. (1993). Counseling persons with disabilities: Theoretical and clinical perspectives. Austin, TX: Pro-Ed.
- McBride, S.L., Sharp, L., Hains, A. H., & Whitehead, A. (1995). Parents as Co-Instructors in preservice training: A pathway to family-centered practice. Journal of Early Intervention, Volume 19(4). P343-389.

- Meyer, D. (Ed.). (1995). *Uncommon fathers: Reflections on raising a child with a disability*. Bethesda, MD: Woodbine House.
- Lazar, A., Broderick, P., Mastrilli, T., & Slostad, F. (1999). Educating teachers for parent involvement. *Contemporary Education*, Volume 77(3). P. 5-11.
- Naseef, R.A. (1997). *Special children, challenged parents: The struggles and rewards of raising a child with a disability*. Secaucus, NJ: Birch Lane Press.
- Powell, T.H. & Gallagher, P.E. (1993). *Brothers and sisters: A special part of exceptional families* (2nd ed.) Baltimore: Paul H. Brookes.
- Rolland, J.S. (1994). *Families, illness and disability*. New York: Basic Books.
- Seligman, M. & Darling. R.B.. (1997). *Ordinary families, special children: A systems approach to childhood disability*. New York: Guilford
- Simpson, R.L. (1996). *Working with parents and families of exceptional children and youth* (2nd. Ed.). Austin, TX: Pro-Ed.
- Turnbull, A. & Turnbull, R. (2001). *Families, Professionals, and Exceptionalities – A Special Partnership*. 4th Edition. New Jersey: Merrill.

Graduate Student Addendum

Additional course requirement options -

[note – completion of this assignment will add 40 to the total points possible for the course]

1. In a dual level course, graduate students are required to extend their research activities for professional development. It is recommended that graduate student enrollees extend the web-based research assignment (#4) into a research paper on a topic related to specific disability areas of interest, family/sibling issues, promoting home-school relationships, etc. Students must have their topics pre-approved by the instructor. The paper should be no shorter than 5 pages (excluding references) and no longer than 8, and follow the APA style of formatting and referencing.
2. As an alternative to a written research paper, students may consider doing any one (1) of the following:
 - a. Write to at least 5 different Parent Training and Resources Centers and request a copy of their resource list and a sample of materials they provide to families on legal rights. Design a rating protocol to compare and contrast the samples you receive in terms of the quality, content, and family-centeredness. Describe the strengths and weaknesses of each one. Describe how you might share these resources with families.
 - b. Review at least 5 children's books and 5 movies (that is 10 total) that feature a primary character who has a disability. Summarize each selection, describing the character and how he/she is portrayed, and the effect of the disability on family and other personal relationships. What is the primary "message" of the selection? How has the selection enhanced your own perceptions? Has the selection taught you anything about society or your own attitudes? How will this selection change the way you think about or interact with individuals who may be different from you? REACT in journal format.
 - c. Contact 7 community based programs (YMCA, Boy Scouts, churches/synagogues, business organizations, etc.) and find out if and how they include persons with disabilities. Describe in detail what they do, how they do it, and how it is working. For programs that do not include persons with disabilities, find out about additional resources or information they need to better include persons with disabilities. Gather information and compile a list for them.
 - d. Design your own option to meet your needs. It cannot be a duplicate of another class assignment you have completed. You MUST receive permission from the instructor to select this option.

Grading

A – 90%-100% of total possible points for graduate student

B – 80%-89% of total possible points for graduate student

C – 70%-79% of total possible points for graduate student

F – less than 70% of total possible points for graduate student

Master of Science Degree Disability and Human Development

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Up

Master of Science

Ph.D. in Disability Studies

The Master of Science in Disability and Human Development offers students opportunities for graduate level training in disability research and scholarship. This unique graduate educational program takes an interdisciplinary approach to the study of disability and disability issues across all types of disability. Graduates of the program are prepared for leadership positions in human service organizations as well as for continuing work in research on disability. The curriculum examines disability and human development across the life span with an emphasis on promoting self-determination, community integration, and inclusion. Study and research are available in two areas of specialization: *disability studies and social policy* and *rehabilitation technology*. Each area of specialization offers substantial flexibility in developing areas of sub-specialization.

Disability Studies and Social Policy

The Disability Studies and Social Policy specialization offers opportunities for interdisciplinary scholarship guided by a social model which views disability as deriving from a complex interplay of social, cultural, political, economic, and biological determinants. The focus is on understanding disability phenomena in the context of social practices and cultural values about human differences. This specialization offers students a broad range of content in the study of disability,

from coursework that examines disability representations in the the arts, literature, history, and philosophy to coursework that examines the complex legal, regulatory, and programmatic environment in which disability services and supports are provided.

Rehabilitation Technology

Rehabilitation Technology is an interdisciplinary field where therapists, engineers, and consumers work together to maximize the independence of individuals with disabilities. The Rehabilitation Technology area of concentration enables students to participate in coursework that comprehensively covers the spectrum of devices in the field, and the methods to measure their effectiveness. Elective courses offer the student the opportunity to delve more deeply into specific areas, such as computers, communication, seating, and mobility. Courses are taught by instructors active in service delivery, and traineeships are available to permit significant clinical exposure.

Admission Requirements

Applicants are considered on an individual basis. Admission to the M.S. in Disability and Human Development program is open to qualified persons who hold undergraduate or graduate degrees from accredited colleges and universities. Both full-time and part-time programs of study are available. The program may be started in any semester, although Fall admission is recommended to minimize difficulties with course scheduling and prerequisites. Minority students and students with disabilities are encouraged to apply for this program.

Click here for [Online application to the UIC Graduate College](#)

Disability and Human Development Courses

DHD 401: Foundations of Disability and Human Development
A critical review of key concepts and issues in disability. Students will develop a framework for understanding disability as a multi-level entity, including the impact of disability at personal, social, and societal levels.

DHD 415: Concepts in Interdisciplinary Research on Disability
Core methodological skills and concepts of interdisciplinary approaches to disability research. Topics include traditions of inquiry, problem formulation, research designs, and research report writing.

DHD 420: Family Perspectives on Disability Same as Community Health Sciences 421 and Disability Studies 420.
Societal trends, family caregiving theories and research methodology, support policies and interventions, and family-centered approaches pertaining to families of persons with disabilities.

DHD 430: Introduction to Disability Policy and Organization
Legislative, legal, and administrative foundations for the provision of services to persons with disabilities in the U.S. Roles of residential institutions, the independent living movement, class action litigation and advocacy.

DHD 440: Introduction to Assistive Technology: Principles and Practice
Underlying principles and exemplary practice of assistive technology used by individuals with disabilities, including augmentative communication, seating, mobility, computer access, environmental control, home modifications, and worksite modifications.

DHD 441: Adaptive Equipment Design and Fabrication
Examination of the interaction between design and disability issues, through comparison of appropriate design theories, materials, and work with consumers. Some assignments will involve field work.

DHD 446: Qualitative Methods in Disability Research
Methods of qualitative research as used in disability research. Comparisons of qualitative and quantitative approaches to research, presentation of commonly used methods, issues of analysis and interpretation, and discussion of the use of participatory research methods.

DHD 464: Survey of Developmental Disabilities. Same as Community Health Sciences 464. Survey of the developmental disabilities field, including basic definitions, history of DD services, relevant public policies and legislation, service delivery systems, and research.

DHD 494: Special Topics in Disability and Human Development
May be repeated for credit. Students may register for more than one section per term. Systematic study of selected topics in disability and human development.

DHD 514: Ethical Issues in Disability
Examines contemporary ethical issues affecting the lives of persons with disabilities and disability professionals. Critiques the application of ethical principles to problems of genetics, treatment decisions, competency, etc.

DHD 515: Statistical Methods in Disability Studies
Same as Disability Studies 515. Examination of parametric and non-parametric statistical methods commonly used in disability research with microcomputer applications to supplement text and lecture materials.

DHD 535: Advocacy and Empowerment in Disability In-depth review of academic literature on advocacy and empowerment. Relevant theories, research, and interventions in the context of individuals with disabilities will be reviewed.

DHD 537: Disability and Health Promotion. Examines health issues in disability with emphasis on health promotion and preventing secondary disease. Relationship of emerging theories of health promotion to disability are discussed.

DHD 541: Advanced Concepts in Disability Research Same as Disability Studies 541. Seminar-based applications of advanced scholarship skills. Topics covered include problem formulation, manuscript development, and critical reviews.

DHD 551: Computers, Communication & Controls in Rehabilitation Technology Assistive technology course exploring different methods for evaluating controls used to operate computers, communication devices and powered wheelchairs. Instruction also addresses device features and integration factors.

DHD 552: Achieving Functional Mobility Through Assistive Technology. Intervention Assessment procedures, identifying appropriate technology, and customization to address functional mobility in children and adults through use of assistive technology.

DHD 554: Augmentative Communication Assessment Augmentative communication assessment strategies and evaluation materials development. Utilizing case examples for discussion of specific approaches for different ages, disabilities, and settings.

DHD 564: Community Integration in Developmental Disabilities. Same as Disability Studies 564 and Community

Health Sciences 564. Historical and contemporary issues pertaining to the empowerment and integration of persons with developmental disabilities into community settings.

DHD 565: Research Approaches in Rehabilitation Technology Use and Delivery Advanced course in the design and critical analysis of research on the delivery and long term use of rehabilitation technology and universal access modifications by people with disabilities within the home, school, worksite and community.

DHD 570: Disability and Culture Development of a cultural comparative approach in disability studies. American and cross-cultural aspects of disability; imagery of disability; disability and the body: gender and life-course issues, cultures of disability.

DHD 575: History of Human Differences: Disability Minorities in America Historical experiences of disability minorities during the modern era. Focus on American experiences and comparing them to premodern and contemporaneous experiences in Western European societies.

DHD 590: Field Experience in Disability and Human Development. May be repeated for a maximum of 12 hours of credit. Opportunities for guided experience working with agencies, families, and persons with disabilities providing concrete, practical applications of concepts and principles of disability and human development.

DHD 593: Independent Research May be repeated for credit. Students may register for more than one section per term. Satisfactory/Unsatisfactory grade only. Advanced study and analysis of a topic selected by a student under the supervision of a faculty member.

DHD 594: Advanced Special Topics in Disability and Human Development May be repeated for credit. Students may register for more than one section per term. Systematic study of advanced selected topics in disability and human development.

DHD 595: Seminar in Disability and Human Development May be repeated for credit. Students may register for more than one section per term. Satisfactory/unsatisfactory grade only. Identifies and analyzes a broad range of issues related to disability and human development. Topics vary according to student interests and instructor availability.

DHD 596: Independent Study May be repeated for credit. Students may register for more than one section per term. Advanced study and analysis of a topic under guidance of a faculty member.

DHD 597: Project Research May be repeated credit. Satisfactory/Unsatisfactory grade only. Independent project to satisfy master's degree requirement.

DHD 598: Master's Thesis Research May be repeated for credit. Satisfactory/unsatisfactory grade only. Thesis research to fulfill master's degree requirements.

[[DHD Site Directory](#)] [[Degree Programs](#)]
[[Research Programs](#)] [[Service Programs](#)] [[DHD Faculty](#)]

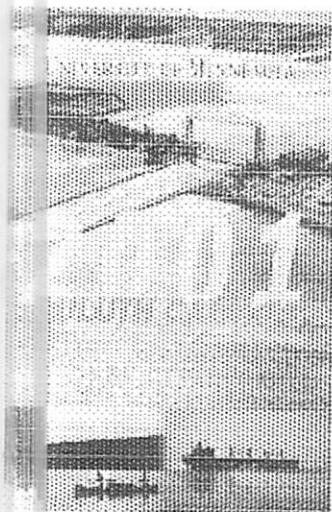
Information or Comments to DHD@uic.edu [[AHS Home Page](#)]

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UNIVERSITY OF MINNESOTA

Catalogs On-line

Duluth Catalog*U of M - Duluth*

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Catalogs On-line

- **Duluth Catalog**
- [Twin Cities Undergraduate Catalog](#)
- [Twin Cities Graduate School Catalog](#)
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This is the University of Minnesota—Catalog for the academic years 1999-2001. The catalog describes degree programs and their requirements, as well as descriptions of courses that are offered, beginning fall 1999.

The [General Information, Policies and Procedures](#) section includes admission requirements, application procedures, expenses, and financial aid. The [Colleges and Schools, Graduate School](#) section lists majors and degrees for all undergraduate and graduate programs offered at UMD, including links to each program description.

Some courses in the catalog are not offered every semester. To find out whether a course is offered in a particular semester, consult the [Class Schedule](#). It lists courses, class hours, locations, and instructors; it also provides registration instructions, fees, and final exam schedules.

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The information in this catalog was current as of the date of publication of its paper equivalent. Many departments make changes in their degree requirements and course descriptions between printings of the Duluth Catalog. For the most current information, check with college and school offices.

Disclaimer: This is the official *Duluth Catalog* published on August 13, 1999, by the University of Minnesota. The information in on-line catalogs and other University publications or announcements is subject to change without notice. University offices can provide current information about possible changes.

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Course Descriptions | Duluth Catalog
Course Information and Symbols

Special Education (SpEd)

College of Education and Human Service Professions

SpEd 1357. Individuals With Disabilities in Society. (3 cr; A-F only)

Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Disability perspectives. Social, legal, and educational considerations of disability issues.

SpEd 3103. Infants and Toddlers With Special Needs. (4 cr; SP-ECh or SpEd major or #; A-F only)

Causation and development of disabling conditions in infants and toddlers. Effective intervention techniques in a variety of settings involving interagency collaboration and family involvement. Practicum.

SpEd 3105. Young Children With Special Needs: Ages Three to Eight. (4 cr; SP-#; A-F only)

Identification, assessment, and classification of young children with

special needs. Effective intervention techniques for use in a variety of settings, emphasizing integration and teaming strategies. Practicum.

SpEd 3205. Assessment in Early Childhood Special Education. (4 cr; SP-5103, 5105; A-F only)

Measurement theory, assessment practices, familiarization with selected instruments, legal and ethical precautions for assessing preschool and primary age children with disabilities. Practicum.

SpEd 5103. Infants and Toddlers With Special Needs. (4 cr; SP-ECh or SpEd major or #; A-F only)

Causation and development of disabling conditions in infants and toddlers. Effective intervention techniques in a variety of settings involving interagency collaboration and family involvement. Practicum.

SpEd 5105. Young Children With Special Needs: Ages Three to Eight. (4 cr; SP-2103 or #; A-F only)

Identification, assessment, and classification of young children with special needs. Effective intervention techniques for use in a variety of settings, emphasizing integration and teaming strategies. Practicum.

SpEd 5204. Special Education Assessment:

Mild Disabilities. (4 cr; SP-90 cr, 5433 or #; A-F only)

Theory of assessment of students with mild disabilities; knowledge and practice in selecting and administering standardized tests and informal assessment instruments and in designing and conducting behavioral observations; scoring and interpreting assessment results for eligibility and educational planning decisions.
Practicum.

SpEd 5205. Assessment in Early Childhood Special Education. (4 cr; SP-5103, 5105)

Measurement theory, assessment practices, familiarization with selected instruments, legal and ethical precautions for assessing preschool and primary age children with disabilities.
Practicum.

SpEd 5300. Special Education Seminar. (1 cr [max 6 cr]; SP-90 cr or #; cannot apply cr to Graduate School program)

In-depth discussion of practices, trends, issues, and problems related to student's selected area in special education.

SpEd 5310. Adapting for Diverse Learners in General Education Settings. (4 cr; SP-EIEd or EdSe major or #; cannot apply cr to Graduate School program; A-F only)

Application of foundational knowledge

of special education, Section 504 requirements, and students with disabilities and diverse learning needs to school curricula and environments at all levels. Understanding general educators' responsibilities in the special education process. Skills in making adaptations and accommodations.

SpEd 5351. Learning Disabilities Characteristics and Interventions. (4 cr; SP-90 cr, 5433 or #; A-F only)

Characteristics of learning disabilities, emphasizing language and processing deficits and how they interfere with academic achievement and social relationships; assessment and intervention approaches for students with learning disabilities. Practicum.

SpEd 5381. Behavior Management Strategies. (4 cr; SP-90 cr, 5433 or #; A-F only)

Models of behavior change for preschool, elementary, and secondary students; identification and assessment of problem behaviors; proactive and reactive strategies for managing disruptive behavior; application of applied behavior analysis to modifying behaviors; legal and ethical issues in behavior change.

SpEd 5382. Advanced Theory and Practice in Emotional/Behavioral Disorders. (4 cr; SP-5204, 5381 or #)

Behavioral and emotional disorders of

school-aged children and youth; assessment approaches, models of instruction, curricula, advanced application of skills to change behaviors, crisis intervention skills, knowledge of community resources and services. Practicum.

SpEd 5433. Foundations in Special Education. (4 cr; SP-90 cr or #)

History, philosophy, theories, and issues of special education. Overview of special education rules and processes. Survey of exceptionalities, including disability perspectives.

SpEd 5435. Parent and Professional Communication and Collaboration. (4 cr; SP-5433 or #)

Group process, problem solving, decision making, collaboration, and teamwork applied to the special education process. Techniques for working with parents, professionals, paraprofessionals, and community agencies when planning and implementing Individualized Educational Plans.

SpEd 5452. Academic Interventions for Students With Disabilities. (4 cr; SP-5433, EEd methods or #; A-F only)

Understanding various models for teaching students with reading, writing, or math difficulties; development of intervention plan based on assessment

and observation. Practicum.

SpEd 5455. Instructional Strategies and Transitional Planning. (4 cr; SP-¶5433 or #; A-F only)

Overview and instruction in various learning strategies for middle and high school-age students with disabilities. Assessment procedures, planning and instructional methods to help students make the transition from school to postsecondary training, education, and employment. Practicum.

SpEd 5600. Student Teaching. (1-12 cr [max 12 cr]; SP-#; cannot apply cr to Graduate School program; S-N only)

Observational, evaluative, and instructional experience with students with disabilities in K-12 settings. Seminar included.

SpEd 5601. Student Teaching Seminar. (1 cr; SP-¶5600; cannot apply cr to Graduate School program)

Instruction and application of complete individual education planning process, field debriefing, career planning.

SpEd 5901. Research in Special Education. (1-9 cr; SP-[T])

SpEd 5991. Independent Study. (1-6 cr [max 6 cr]; SP-[T]; A-F only)

Directed independent study, readings, or projects of interest to student.

SpEd 5993. Special Area Project. (1-4 cr; SP-#; cannot apply cr to Graduate School program; A-F only)

Independent project for advanced students to substantially further their theoretical knowledge base or professional competencies.

SpEd 5995. Topics in Special Education: (Various Titles to be Assigned). (1-6 cr [max 12 cr]; A-F only)

Current issues to meet needs and interests of various groups, particularly practicing professionals. Topics vary; specific title and content announced in *Class Schedule*.

SpEd 5998. Workshop: (Various Titles to be Assigned). (1-6 cr [max 6 cr]; SP-Tchg exper or #; A-F only)

Topics vary. Specific titles announced in *Class Schedule*.

SpEd 7710. Practice, Research, and Leadership I (3 cr; SP-MEd student or #; A-F only)

Analysis of research approaches, preparation standards, leadership skills, and current issues and trends in special education, leading to a professional development plan. Information technology, professional ethics, and reflective change processes.

SpEd 7720. Practice, Research, and

Leadership II. (3 cr; SP-7710 or #; A-F only)

Synthesis of research methods, special education research in selected areas, and change processes for groups in order to increase one's leadership capacity. Technology-based sources of educational research, leadership models, and strategic planning processes.

SpEd 7730. Practice, Research, and Leadership III. (3 cr; SP-7720 or #; A-F only)

Application of research and leadership skills to improve one's practice in special education. Educational organizations and approaches to organizational change. Socialization into leadership roles in special education profession through presentations, publications, and participation in national discussions.

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