

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		03-39e	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 419/519 Education of Persons with Brain Injuries  
or Learning 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  
 Catalog Description Change

Current program name                      Proposed program name, if changing

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

\* where applicable

**FEB 24 2004**

**APR - 6 2004**

**APR 15 2004**

LIBERAL STUDIES

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

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 be able to:

1. demonstrate knowledge and understanding of definitions, terminology, and the identification process;
2. demonstrate 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. demonstrate 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. 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 cognitive and learning strategies approaches;
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, and 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

Week 5    Research Documenting Similarities and Differences in the Developmental Characteristics 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 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 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. 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

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

## IX. BIBLIOGRAPHY

Bos, C. & Vaughn, S. (1998). Strategies for teaching students with learning and behavior problems. (4<sup>th</sup> ed). Boston: Allyn and Bacon.

Hallahan, D., Kauffman, J. & Lloyd, J. (1999). An introduction to learning disabilities. (2<sup>ne</sup> 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. (3<sup>rd</sup> 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. (2<sup>nd</sup> ed). Austin, TX; Pro-ed.

## **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 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;
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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;
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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
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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

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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.
- Schloss, P. J., & Sedlak, R. A. (1986). Instructional methods for students with learning and behavior problems. Boston: Allyn & Bacon.
- Smith, C. R. (1991). Learning disabilities: The interaction of learner, task, and setting. Boston: Allyn & Bacon.
- Snowling, M., & Thomson, M. (1991). Dyslexia: Integrating theory and practice. San Diego: Singular Publishing Group.
- Swanson, H. L. (1991). Handbook on the assessment of learning disabilities. Austin, TX: Pro-Ed.
- 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.