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 03-39f 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 425 Methods and Curriculum: Mild and Moderate  
 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>Kevin G. Schmitt</i>	2-3-04
Department Chair(s)	<i>Joseph Domaracki</i>	2-3-04
College Curriculum Committee Chair	<i>Joseph Domaracki</i> TACC	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 Schmitt</i>	4-13-04

\* where applicable

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APR 15 2004

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

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

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

**EDEX 425 METHODS AND CURRICULUM (MILD-MODERATE DISABILITIES) 3c-01-3cr**

**Prerequisites:** EDEX 221, 222, 321, 322, and 340, Successful completion of Step I of the Three Step Process

Provides in-depth examination of assessment methods, strategies, and curricula. Emphasizes assessment methods and strategies used in a variety of service models that serve elementary- and secondary-level students with learning disabilities, behavioral disorders, mild mental retardation, and high-functioning autism.

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

Students will be able to:

1. demonstrate through discussion and class projects a general knowledge of research on teaching and learning theory;
2. discuss and evaluate the varied service models available for students with disabilities when planning for their needs at both elementary and secondary levels;
3. demonstrate understanding of national and state pre-referral practices, with emphasis on the instructional support process;
4. demonstrate understanding of the components of PL 105-17 (IDEA), with emphasis on IEP development and using the IEP as a vehicle for planning and coordinating the student's educational program;
5. demonstrate understanding of national and state referral, identification, and placement procedures;
6. demonstrate skills in the use informal and formal assessment procedures to plan appropriate educational programs and monitor educational progress;
7. verbally explain and demonstrate through class projects considerations in planning for the multicultural population in our schools;
8. demonstrate knowledge and understanding of the basic elements of a functional curriculum for students with learning and behavior problems which takes into account their past experience, and their present and future personal, social, physical, and emotional needs;

9. demonstrate detailed knowledge and understanding of procedures, methods, and techniques utilized in organizing and managing the teaching learning environment for students with mild and moderate learning and behavior problems;
10. demonstrate knowledge and understanding of how to select, evaluate, adapt, and develop materials which are appropriate to the interest, experience, and developmental level of these students;
11. demonstrate competency through assigned projects using bulletin boards for teaching, preparing lesson plans, organizing for unit teaching, and preparing learning center, curriculum files, IEPs, and other teaching materials;
12. demonstrate basic communication skills in working with and utilizing paraprofessionals, other professionals, students, and parents in the educational program;
13. analyze and evaluate new technologies of instruction in planning, programming, and teaching.

### III. COURSE OUTLINE

#### Week 1 Review of Research

1. Special education setting
2. General education setting

#### Week 2 Pre-referral Practices

1. Instructional support processes
2. Effective pre-referral practices
3. Least restrictive environment

#### Week 3 Referral, Identification, and Placement Process

1. PL 94-142: Letter and intent of the law
2. Multidisciplinary evaluation
3. Types of service delivery models
4. Continuum of services philosophy
5. Parental involvement
6. School: Scheduling and monitoring issues

#### Week 4 Assessment for Planning Educational Performance and Evaluating Program Effectiveness

1. Use of formal assessment procedures
2. Use of informal assessment, including CBA

#### Week 5 Special Problems of Multicultural Students

1. Inner city

2. Rural
3. African American
4. American Indian
5. Mexican American

**Week 6 Individualized Educational Programs**

1. Federal law and state implementation
2. Components of an IEP
3. Participants
4. Development of the plan
5. Using the IEP for daily planning
6. Assistive commercial programs

**Week 7 Instructional Planning**

1. Long range vs. daily planning
2. IEP development
3. Unit development
4. Daily planning
  - a. preparation and components
  - b. presenting new information
  - c. planned use of cues
  - d. implementing the daily plan
  - e. providing effective independent practice

**Week 8 General Methods and Strategies**

1. Instructional bulletin boards
  - a. purpose
  - b. planning and use
2. Learning centers
  - a. advantages
  - b. planning (multi-level)
  - c. use of self-corrective materials
3. Unit teaching
  - a. rationale
  - b. formats for planning
  - c. how used for multi-level group teaching

**Week 9 Classroom Management**

1. Grouping
2. Cooperative learning
3. Physical facilities
4. Scheduling
5. Peer teaching
6. Discipline/behavior management
7. Arranging and managing materials
8. Components of quality independent seatwork

9. Monitoring independent work
10. Record keeping

**Week 10 Guidelines for Development of Affective Instruction**

1. Teacher competencies
2. The learning process
3. The teaching process

**Week 11 Materials**

1. Selecting
2. Commercial vs. teacher prepared
3. Adapting

**Week 12 Education of Students from Culturally Diverse and Linguistically Different Backgrounds**

1. Effects on performance
2. Modifying instruction
3. Perceptions of teacher behavior

**Week 13 Guidelines for Communication with and Utilization of Others in the Carrying Out of Instruction and Programs**

1. Paraprofessionals
2. Other professionals
3. Peer tutors
4. Parents/guardians

**Week 14 Technology and Instruction**

1. Chalkboard
2. Programmed materials
3. Microcomputers

**Week 15 Culminating Activity**

#### **IV. COURSE REQUIREMENTS**

Students will demonstrate mastery of course objectives through successful completion of the following:

Completion of assigned readings in text.

Participation in class discussion and/or activities.

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

Lesson Plans - Each student will complete four lesson plans for four different academic areas. Lesson plans should include: an objective, materials, procedures and methods of evaluation. 25 points each (100 points total).

Learning Center - Each student will develop a learning center designed to supplement instruction in an academic subject. The learning center should include a description of the academic area, a listing of materials to be included in the center, a description of three different learning activities to be included in the center, data collection methods for each activity and rules/procedures for use of the learning center 100 points.

Unit Plan - Each student will complete one unit plan consisting of a minimum of five lesson plans. The unit plan should include a cover page describing the intended student population, the unit topic, a unit objective and five lesson plans that will lead to the accomplishment of the units objectives. 100 points.

## V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points and weighted according to the following scale:

90 - 100%	= A	Exams	25%
80 - 89%	= B	Lesson Plans	25%
70 - 79%	= C	Unit Plan	25%
60 - 69%	= D	Learning Center	25%
59% & below	= F		

## VI. 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.

## VII. REQUIRED TEXT

Mercer, C. & Mercer, A. (2001). Teaching students with learning problems. (6<sup>th</sup> ed). Merrill.

## VIII. BIBLIOGRAPHY

Cangelosi, J. (2000). Assessment strategies for monitoring student learning. Austin, TX; Pro-ed.

Lee, C. & Jackson, R. (2001). What about me? Strategies for teaching misunderstood learners. Heinemen.

Masters, I., Mori, B. & Mori, A. (1999). Teaching secondary students with mild learning and behavior problems. (3<sup>rd</sup> ed). Pro-ed.

Mastropieri, M. & Scruggs, T. (2002). Effective instruction for special education. (3<sup>rd</sup> ed). Austin, TX; Pro-ed.

Montgomery, K. (2001). Authentic assessment: A guide for elementary teachers. Austin, TX; Pro-ed.

- Pugach, M. & Johnson, L. (2002). Collaborative practitioners, collaborative schools. (2<sup>nd</sup> ed). Love Publishing.
- Wood, J. (2002). Adapting Instruction to accommodate diverse learners. (4<sup>th</sup> ed). Englewood Cliffs, NJ; Prentice Hall.

## **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 425 METHODS AND CURRICULUM (MILD-MODERATE DISABILITIES) 3 s.h.

Prerequisites: EX 221, EX 222, EX 321, EX 322, EX340

Provides in-depth examination of assessment methods, strategies, and curricula. Emphasizes assessment methods and strategies used in a variety of service models that serve elementary- and secondary-level students with learning disabilities, behavioral disorders, mild mental retardation, and high-functioning autism.

### II. COURSE OBJECTIVES

This course is designed to develop:

1. the ability to demonstrate through discussion and class projects a general knowledge of research on teaching and learning theory;
2. the ability to discuss and will consider the varied service models available for students with disabilities when planning for their needs at both elementary and secondary levels;
3. the ability to demonstrate understanding of national and state pre-referral practices, with emphasis on the instructional support process;
4. the ability to understand the components of PL 94-142, with emphasis on IEP development and using the IEP as a vehicle for planning and coordinating the student's educational program;
5. the ability to demonstrate understanding of national and state referral, identification, and placement procedures;
6. the ability to use informal and formal assessment procedures to plan appropriate educational programs and monitor educational progress;
7. the ability to verbally explain and demonstrate through class projects considerations in planning for the multicultural population in our schools;
8. the ability to demonstrate knowledge of the basic elements of a functional curriculum for students with learning and behavior problems which takes into account their past experience, and their present and future personal, social, physical, and emotional needs;
9. the ability to demonstrate detailed knowledge of procedures, methods, and techniques utilized in organizing and managing the teaching learning environment for students with mild and moderate learning and behavior problems;



10. the ability to demonstrate knowledge of how to select, evaluate, adapt, and develop materials which are appropriate to the interest, experience, and developmental level of these students;
11. the ability to demonstrate competency through assigned projects using bulletin boards for teaching, preparing lesson plans, organizing for unit teaching, and preparing learning center, curriculum files, IEPs, and other teaching materials;
12. basic communication skills in working with and utilizing paraprofessionals, other professionals, students, and parents in the educational program;
13. the ability to refer to and relate new technologies of instruction in planning, programming, and teaching.

### III. COURSE OUTLINE

#### A. Review of Research

1. Special education setting
2. General education setting

#### B. Pre-referral Practices

1. Instructional support processes
2. Effective pre-referral practices
3. Least restrictive environment

#### C. Referral, Identification, and Placement Process

1. PL 94-142: Letter and intent of the law
2. Multidisciplinary evaluation
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4. Continuum of services philosophy
5. Parental involvement
6. School: Scheduling and monitoring issues

#### D. Assessment for Planning Educational Performance and Evaluating Program Effectiveness

1. Use of formal assessment procedures
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#### E. Special Problems of Multicultural Students

1. Inner city
2. Rural
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#### F. Individualized Educational Programs

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  - b. presenting new information
  - c. planned use of cues
  - d. implementing the daily plan
  - e. providing effective independent practice

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  - c. use of self-corrective materials
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5. Peer teaching
6. Discipline/behavior management
7. Arranging and managing materials
8. Components of quality independent seatwork
9. Monitoring independent work
10. Record keeping

#### J. Guidelines for Development of Affective Instruction

1. Teacher competencies

2. The learning process
3. The teaching process

#### K. Materials

1. Selecting
2. Commercial vs. teacher prepared
3. Adapting

#### L. Education of Students from Culturally Diverse and Linguistically Different Backgrounds

1. Effects on performance
2. Modifying instruction
3. Perceptions of teacher behavior

#### M. Career Education

#### N. Guidelines for Communication with and Utilization of Others in the Carrying Out of Instruction and Programs

1. Paraprofessionals
2. Other professionals
3. Peer tutors
4. Parents/guardians

#### O. Technology and Instruction

1. Chalkboard
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Unit Plan - Each student will complete one unit plan consisting of a minimum of five lesson plans. The unit plan should include a cover page describing the intended student population, the unit topic, a unit objective and five lesson plans that will lead to the accomplishment of the units objectives. 100 points.

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70 - 79%	= C	Unit Plan	25%
60 - 69%	= D	Learning Center	25%
59% & below	= F		

## VI. REQUIRED TEXT

Bos, C.S., & Vaughn, S. (1991). Strategies for teaching students with learning and behavior problems. Needham Heights, MA: Allyn and Bacon.

## VII. SUPPLEMENTAL TEXT

Huck, R., Myers, R., & Wilson, J. (1989). ADAPT: A development activity program for teachers (2nd ed.). Pittsburgh: Allegheny Intermediate Unit.

## VIII. BIBLIOGRAPHY

Affleck, J. Q., Lowenbraun, S., & Archer, A. (1980). Teaching the mildly handicapped in the regular classroom (2nd. ed.). Columbus: Merrill.

Biklen, D. (1991). Achieving the complete school: Strategies for effective mainstreaming. New York: Teachers College Press.

Biklen, D., Ferguson, D., & Ford, A. (Eds.). (1992). Schooling and disability. Chicago: National Society for the Study of Education.

Blankenship, C., & Lilly, S. M. (1981). Mainstreaming students with learning and behavior problems: Techniques for the classroom teacher. New York: Holt, Reinhart, and Winston.

Graden, J. L., Zins, J. E., & Curtis, M. J. (Eds.). (1992). Alternative educational delivery systems: Enhancing instructional options for all students. Kent, OH: National Association of School Psychologists.

Hammill, D., & Bartel, N. (1986). Teaching students with learning and behavior problems. Boston: Allyn & Bacon.

- Jacobs, M., Turk, B., & Horn, E. (1991). Building a positive self-concept: 113 activities for adolescents. Columbia, MO: Hawthorne.
- Kindsvatter, R., & Wilen, W. (1992). Dynamics of effective teaching ( 2nd ed.). New York: Longman.
- Langone, J. (1990). Teaching students with mild and moderate learning problems. Boston: Allyn & Bacon.
- Marsh, G. E. II, Price, B. J., & Smith, T. E. C. (1983). Teaching mildly handicapped children: Methods and materials. St. Louis: Mosby.
- McCarney, S. B. (1991). The at-risk student in schools. Columbia, MO: Hawthorne.
- McClintock, R. O. (Ed.). (1988). Computing and education: The second frontier. New York: Teachers College Press.
- Mercer, C., & Mercer, A. (1985). Teaching students with learning problems. Columbus: Merrill.
- Meyen, E. L., Vergason, G. A., & Whelan, R. J. (1988). Effective instructional strategies for exceptional children. Denver: Love.
- Morgenstern, F. (1991). Teaching plans for handicapped children. Denver: Love.
- Olson, J., & Platt, J. (1991). Teaching children and adolescents with special needs. Riverside, NJ: Merrill/MacMillan.
- O'Shea, D. J., O'Shea, L. J., & Rosenberg, M. S. (1991). Student teacher to master teacher: A handbook for pre-service and beginning teachers of students with mild and moderate handicaps. Riverside, NJ: Merrill/ MacMillan.
- Polloway, E. A., Patton, J. R., Payne, J. S., & Payne, R. A. (1989). Strategies for teaching learners with special needs. Columbus: Merrill.
- Pasternak, M. G. (1991). Helping kids learn multicultural concepts. Champaign, IL: Research Press.
- Schloss, P. J., & Sedlak, R. A. (1986). Instructional methods for students with learning and behavior problems. Boston: Allyn & Bacon.
- Wood, J. W. (1991). Adapting instruction for mainstreamed and at-risk students (2nd ed.). Riverside, NJ: Merrill/MacMillan.