

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 06-37.f App-4/17/07 App-4/22/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <b>Education of Exceptional Persons Program Dept. of Special Education and Clinical Services</b>	Phone <b>X72456</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

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*Current Course prefix, number and full title*      *Proposed course prefix, number and full title, if changing*  
 EDEX 469 Education of Persons with Emotional/Behavioral Disorders and Learning Disabilities/Traumatic Brain Injury

**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

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

**4. Approvals**

		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	<i>1-15-07</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>1-15-07</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>2-5-07</i>
College Dean	<i>May Ann Lafeth</i>	<i>2-5-07</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<b>Received</b>	
	<b>APR 05 2007</b>	
UWUCC Co-Chairs	<i>Gail Sedquist</i> <b>Liberal Studies</b>	<i>4-17-07</i>

**Received**  
**FEB - 8 2007**

**Liberal Studies**

\* where applicable

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

### **1. New Syllabus of Record**

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

#### **EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury** **3c-01-3cr**

**Prerequisite:** Successful completion of Step I of the Three Step Process, a dual major in Disability Services/Sociology or a minor in EDEX.

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. Reviews research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and electronic format.

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

Students will demonstrate through verbal discussion and in writing that they possess:

1. knowledge and understanding of definitions, terminology, and the identification process (**Chapter 354: I. C; CEC: Standard 2** )
2. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, Section 504, PL 99-457, PL 101-476 (IDEA), PL 101-336 (ADA) (**Chapter 354: I. A; CEC: Standard 1**)
3. knowledge and understanding of characteristics of children, adolescents, and adults with emotional/behavior disorders, learning disabilities and traumatic brain injury: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs (**Chapter 354: I. D; CEC: Standard 2 & 3**)
4. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions (**Chapter 354: I. E; CEC: Standard 3**)
5. knowledge and understanding of current issues and trends (**Chapter 354: III. E; CEC: Standard 5 & 7**)
6. knowledge and understanding of the various professional organizations for professionals, advocates, and parents who interact with and teach students with emotional/behavior disorders, learning disabilities, and traumatic brain injury (**Chapter 354: III. A; CEC: Standard 9**)
7. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery (**Chapter 354: II. B; CEC: Standard 5 & 7**)
8. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models (**Chapter 354: I. I, II. F, II. G; CEC: Standard 4, 6 & 7**)
9. knowledge and understanding of cognitive and learning strategies approaches (**Chapter 354: II. D; CEC: Standard 5 & 7**)
10. knowledge and understanding of designing individual and classroom behavior management plans (**Chapter 354: II. B, II. E; CEC: Standard 5 & 7**)
11. knowledge of an individual education plan and the various roles of participants in an IEP meeting (**Chapter 354: I. H; CEC: Standard 4**)
12. skill in writing a daily and weekly lesson plan (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
13. the ability to use task analysis and scope and sequence procedures (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
14. knowledge of the concepts of: levels of presentation and model/prompt/check (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)

15. knowledge and understanding of collaborative consultation with professionals and parents (**Chapter 354: II. A, II. F, II. G, III. C, III. D; CEC: Standard 6, 7, 9 & 10**)
16. skill in applying formal and informal assessment data to guide instructional decision making (**Chapter 354: I. F, I. G, II. A; CEC: Standard 1, 7 & 8**)
17. knowledge and skill in using computer software, assistive technology, and current technology to enhance learning outcomes (**Chapter 354: I. J; CEC: Standard 4**)
18. skill in utilizing various forms of technology programs and/or software (Inspiration, PowerPoint, and enhanced web browsers/editors) (**Chapter 354: I. J; CEC: Standard 4**)

### III. ATTENDANCE POLICY

The University currently upholds an attendance policy. You may miss one class without repercussion. However, 20 points will be deducted from your overall total points for each additional class that is missed. Exceptions are made for religious holidays, medical emergencies, or family emergencies. Please contact the instructor if you are unable to come to class.

### IV. COURSE READINGS

Bos, C.S., & Vaughn, S. (2006). *Strategies for teaching students with learning and behavioral problems*. Boston, MA: Pearson.

### V. CLASSES, DATES, TOPICS & READINGS

- |                  |   |
|------------------|---|
| <b>Date:</b>     | Week 1  |
| <b>Topic:</b>    | History and characteristics of emotional disturbance (ED), learning disabilities (LD), and traumatic brain injury (TBI) |
| <b>Readings:</b> | Chap 1 and handouts   |
| <b>Date:</b>     | Week 2  |
| <b>Topic:</b>    | Assessment of learning and behavior problems  |
| <b>Readings:</b> | Chap 2 and handouts   |
| <b>Date:</b>     | Week 3  |
| <b>Topic:</b>    | Difficulties with oral language   |
| <b>Readings:</b> | Chap 3  |
| <b>Date:</b>     | Week 4  |
| <b>Topic:</b>    | Difficulties with reading: word identification  |
| <b>Readings:</b> | Chap 4  |
| <b>Date:</b>     | Week 5  |
| <b>Topic:</b>    | Difficulties with reading: comprehension  |
| <b>Readings:</b> | Chap 5  |
| <b>Date:</b>     | Week 6  |
| <b>Topic:</b>    | Difficulties with written expression  |
| <b>Readings:</b> | Chap 6  |
| <b>Date:</b>     | Week 7  |
| <b>Topic:</b>    | Difficulties with content areas   |
| <b>Readings:</b> | Chap 7  |
| <b>Date:</b>     | Week 8  |
| <b>Topic:</b>    | Difficulties with mathematics   |
| <b>Readings:</b> | Chap 8  |
| <b>Date:</b>     | Week 9  |

**Topic:** Difficulties with social skills  
**Readings:** Handouts

**Date:** Week 10  
**Topic:** Best practices for students with LD, TBI, and ED  
**Readings:** Websites

**Date:** Week 11  
**Topic:** Best practices for classroom management  
**Readings:** Chap 10

**Date:** Week 12  
**Topic:** Best practices for classroom management  
**Readings:** Handouts and websites

**Date:** Week 13  
**Topic:** Transition planning  
**Readings:** Chap 10

**Date:** Week 14  
**Topic:** Collaborating with colleagues/families  
**Readings:** Chap 11 and website

## VI. COURSE REQUIREMENTS

Due dates will be announced in class. Specific responsibilities will include the following:

1. **Class activities.** Class activities will require integration of lectures and assigned readings. Five points will be awarded for each of 6 activities. Points will be awarded only for students in class on day of activity. (50 points; 5 points each for 10 activities).
2. **Out-of-class activities.** Out-of-class activities will provide application of effective practices. Students will complete 3 assignments; a description of assignments and due dates will be provided in class (30 points, 10 points each for 3 activities).
3. **Exams.** Two exams will be completed during class. They will consist of multiple choice and short answer items. (100 points; 50 points each).
4. **Assessment Review.** Given a standardized test, you will review procedures and technical adequacy. Information will be summarized on a chart and you will share the assessment during class. Assessments and guidelines will be distributed in class. (35 points)
5. **Positive Behavior Plan.** Given a case study, you will develop an individual intervention including a data collection procedure. Guidelines will be distributed in class (35 points)

### ADDITIONAL REQUIREMENT FOR GRADUATE STUDENTS:

6. **Topical paper.** Students will select a topic related to education of persons with emotional and behavior disorders or students with learning disabilities and write a paper on the topic. The paper should include a review of research on effective practices for students with emotional or behavior disorders in that area. APA style must be used. Draft due during Week 10; final paper due Week 15 (30 points; 10 points for draft; 20 points for final paper)
7. **Internship.** Graduate students are expected to spend a total of 20 hours of observation/participation in educational settings serving children with learning disabilities or emotional/behavioral disorders (e.g., special school, emotional support classroom, learning

support). The field experience must be completed before the end of the course. Students will provide a written report of their experiences according to instructor guidelines (20 points; due Week 15). All requests for placements are to be made through the instructor and the Student Teaching Office.

## VII. EVALUATION

A maximum of 250 points will be awarded to undergraduates with a grade of A for 225-250 points, B for 200-224 points, C for 175-199 points, D for 150-174 points and F for below 150.

### Bibliography

- Baker, J.M., & Zigmond, N. (1995). The meaning and practice of inclusion for students with learning disabilities: Themes and implications from the five cases. *The Journal of Special Education, 29*(2), 163-180.
- Fisher, J.B. & Schumaker, J.B. (1995). Searching for validated inclusive practices: A review of the literature. Focus on *Exceptional Children, 28*(4), 1-20.
- Gersten, R., Fuchs, L.S., Williams, J.P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities. *Review of Educational Research, 71*, 279-320.
- Harwell, J.M. (2001). Complete learning disabilities handbook (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Kauffman, J.M. (2005). Characteristics of emotional and behavioral disorders of children and youth. Upper Saddle River, NJ: Pearson.
- Kavale, K.A., Mathur, S.R., Forness, S.R., Rutherford, R.B., & Quinn, M.M. (1997). Effectiveness of social skills training for students with behavior disorders: A meta-analysis. *Advances in Learning and Behavioral Disorders, 11*, 1-26.
- Maag, J.M., & Katsiyannis, A. (2006). Behavioral intervention plans: Legal and practical considerations for students with emotional and behavioral disorders. *Behavioral Disorders, 31*(4), 348-362.
- Mercer, C.D. (2006). Student with learning disabilities (4<sup>th</sup> ed.). Columbus, OH: Merrill.
- Umbreit, J. (1995). Functional assessment and intervention in a regular classroom setting for the disruptive behavior of a student with attention deficit hyperactivity disorder. *Behavioral Disorders, 20*(4), 267-278.
- Wehby, J.H. (1994). Issues in the assessment of aggressive behavior. *Preventing School Failure, 38*(3), 24-28.

### Course Assessment Matrix

Course Objective	Discipline Specific Standard	Course Assessment Measuring Objective
1	2	Exams
2	1	Assessment Evaluation Project Exams
3	2 & 3	Assessment Evaluation Project In-class interventions Exams
4	3	In-class interventions In-class simulations Exams
5	5 & 7	Assessment Evaluation Project Exams
6	9	In-class role-plays Exams
7	5 & 7	Out-of-class intervention project Exams
8	4, 6 & 7	Assessment Evaluation Project In-class simulations Exams
9	5 & 7	Exams
10	5 & 7	In-class interventions In-class role-plays Exams
11	4	In-class interventions In-class simulations Exams
12	4	In-class interventions In-class simulations Exams
13	4, 5	In-class interventions In-class simulations Exams
14	4, 5 & 7	In-class interventions In-class simulations Exams
15	6, 7, 9 & 10	In-class interventions In-class role-plays Exams
16	1, 7 & 8	Exams
17	4	In-class interventions In-class simulations Exams
18	4	In-class interventions In-class simulations Exams

## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

**This course is a requirement in three programs within the department. It is required in the Major Sequences of both the Special Education Program and the Disability Services Program. It is an elective in the Special Education Minor curriculum sequence.**

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

**Yes, this new course proposal requires changes in the Disability Services Program major curriculum sequence as well as changes in the Education of Exceptional Persons Minor curriculum sequence. Because EDEX 469 is a concentration of EDEX 416 and EDEX 419, blending two courses into one, both Disability Services and the Education of Exceptional Persons minor have lost and/or decreased capacity to allow choice option. Proposals for the associated changes in these programs have been submitted.**

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

**Yes, this course was taught in the Summer of 2006 and is being offer this Spring 2007 as EDEX 481 Education of Persons with Emotional/Behavioral Disorders and Learning Disabilities/Traumatic Brain Injury.**

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

**Yes, this course is to be dual-level.**

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

**This course may not be taken for variable credit.**

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

**Examples of institutions within the state, both PDE accredited, offering similar courses.  
Edinboro – SPED 480 Developmental and Learning Disabilities  
Penn State – SPLED 412 Interventions for Students with Mild Disabilities**

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

**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* has been aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards as well as the National Council for Accreditation in Teacher Education (NCATE). The content and objectives of this course address to varying degrees nine of the ten Discipline Specific Standards established by CEC. The assessment matrix provided in the course syllabus matches course objectives to specific standards as well as indicating the key assessment for each standard.**

### **Section B: Interdisciplinary Implications**

B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

**No, this course will not be taught by instructors from more than one department or team taught within the department.**

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

**There are no other courses taught by other departments that would conflict with this course.**

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

**This course will not be cross listed with other departments.**

B4 Will seats in this course be made available to students in the School of Continuing Education?

**Yes, seats in these classes would be available to students in continuing education who are seeking a post baccalaureate programs in Special Education or Disability Service.**

### **Section C: Implementation**

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

**No new faculty member is required to teach this course. The two courses combined to form EDEX 469 were taught each semester. Creating the new course EDEX 469 will allow the course to be offered more frequently. This course will be counted as one preparation and three hours of equated workload. Department FTE will accommodate the inclusion of this course as an annual course offering.**



C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- \*Space
- \*Equipment
- \*Laboratory Supplies and other Consumable Goods
- \*Library Materials
- \*Travel Funds

**Current resources will be adequate.**

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

**This course has no outside funding support.**

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

**This course will be offered every fall and spring semesters and every summer.**

C5 How many sections of this course do you anticipate offering in any single semester?

**We would offer only one section per semester.**

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

**We plan to accommodate 35 students per section split between undergraduate and graduate enrollment. Typically we will set the split at 25 undergraduates and 10 graduates per section.**

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

**There are no parameters set by professional organizations for class size.**

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

**This course will not be taught via distance education at this time**

#### **Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

**No additional information is required**

### III Old Syllabi of Record

EX 416 Education of Persons with Emotional or Behavior Disorders

3c-01-3cr

#### **Course Description:**

**Prerequisites:** Successful completion of Step I of the Three Step Process, a dual major in Disability Services/Sociology or a minor in EDEX.

This course focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, definition and identification of the population, and educational approaches. We will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and Power Point format.

#### **Attendance Policy:**

The University currently upholds an attendance policy. You may miss one class without repercussion. However, 20 points will be deducted from your overall total points for each additional class that is missed. Exceptions are made for religious holidays, medical emergencies, or family emergencies. Please contact the instructor if you are unable to come to class.

#### **Course Readings:**

Boyle, J.R., & Danforth, S. (2001). *Cases in special education, 2<sup>nd</sup> edition*. Boston: McGraw Hill.

Kauffman, J. (2001). *Characteristics of Emotional and Behavioral Disorders of Children and Youth, 7<sup>th</sup> edition*). Columbus, OH: Merrill.

#### **Class Dates, Topics, and Readings:**

**Week:** 1  
**Topic:** Nature and history of emotional disturbance  
**Readings:** Chap 1 and 3

**Week:** 2  
**Topic:** Approaches to emotional disturbance; screening and classification  
**Readings:** Chap 2, 4 and 5

**Week:** 3  
**Topic:** Planning and monitoring instruction; planning in-services  
**Readings:** Chap 6 and Handout

**Week:** 4  
**Topic:** Academic and social skills instruction  
**Readings:** Handout

**Week:** 5 – Site Visits

**Week:** 6  
**Topic:** Individual interventions; causal factors  
**Readings:** Chap 7-10

**Week:** 7  
**Topic:** Causal factors  
**Readings:** Chap 1-10 and handouts

**Week:** 8 (small group work)  
**Topic:** In-service previews  
**Readings:** Handout

**Week:** 9  
**Topic:** Attention and activity disorders  
**Readings:** Chap 11, CS 1

**Week:** 10  
**Topic:** Overt aggression  
**Readings:** Chap 12, CS 5

**Week:** 11  
**Topic:** Covert antisocial behavior  
**Readings:** Chap 13, CS 2

**Week:** 12  
**Topic:** Problem adolescent behaviors; anxiety and related behaviors  
**Readings:** Chap 14 and 15, CS 3

**Week:** 13  
**Topic:** Depression, schizophrenia, and related problems  
**Readings:** Chap 16 and 17, CS 4

**Week:** 14  
**Topic:** Putting it all together  
**Readings:** Handout

## **Course Requirements:**

Specific responsibilities will be listed in an individual contract and will include the following:

1. **Class activities.** Class activities will require integration of lectures and assigned readings. Five points will be awarded for each of 10 activities. Points will be awarded only for students in class on day of activity. (50 points; 5 points each for 10 activities).
2. **Out-of-class activities.** Out-of-class activities will provide application of effective practices for students with ED. Students will complete 4 assignments; a description of assignments and due dates will be provided in class (60 points, 15 points each for 4 activities).
3. **Exams.** Two exams will be completed during class. They will consist of multiple choice and short answer items. (70 points each, 3/4 and 4/29).
4. **In-service presentation.** Using information from the web, design a 30-min in-service as part of a small group. Topics and guidelines will be distributed in class. A draft of the materials is due Mar 18; presentations will be scheduled Mar. 25 through Apr. 22. (50 points; 15 for draft and 35 points for presentation)

## **ADDITIONAL REQUIREMENT FOR GRADUATE STUDENTS:**

5. **Topical paper.** Students will select write a paper on the topic they are covering in their in-service presentation. The paper should include a review of research on effective practices for students with emotional or behavior disorders in that area. APA style must be used. Draft due 4/1; final paper due 4/22 (50 points; 25 points for draft; 25 points for final paper)
6. **Internship.** Graduate students are expected to spend a total of 20 hours of observation/participation in educational settings serving children with emotional or behavioral disorders (e.g., special school, emotional support classroom). The field experience must be completed before the end of the course. Students will provide a written report of their experiences according to instructor guidelines (50 points; due 4/29). All requests for placements are to be made through the instructor and the Student Teaching Office.

## **Evaluation:**

A maximum of 300 points will be awarded with a grade of A for 270-300 points, B for 240-269 points, C for 210-239 points, and D for 180-209 points. Graduate students can earn a maximum of 400 points; 360-400 points for an A, 320-359 points for a B, and 280-319 points for a C. No D grades are recognized in IUP graduate work.

**Course competencies:**

1. Knowledge and understanding of definitions, terminology, and the identification process
2. Knowledge and understanding of characteristics of ED students
3. Knowledge and understanding of federal and state legislation related to service delivery and program development
4. Knowledge and understanding of research and theoretical orientations regarding etiologies and interventions
5. Knowledge and understanding of current issues and trends in service delivery
6. Knowledge and understanding of relevance of multicultural and linguistic diversity in identification and service delivery
7. Knowledge and understanding of appropriate educational programming in various models of service delivery
8. Knowledge and understanding of a variety of intervention approaches
9. Knowledge and understanding of designing individual and classroom behavior management plans
10. Knowledge and understanding of collaborative consultation with professionals and parents
11. Knowledge and skill in using current technology
12. Skill in applying formal and informal assessment data to guide instructional decision-making.

<b>Discipline Specific Standard/ Program Objective</b>	<b>Course Objective and Performance Indicator</b>	<b>Course Assessment Measuring Objective</b>
1. Foundation	Identification process Federal/state legislation	<b>In-Service Presentation</b> Exam 1
2. Development & Characteristics	Characteristics of ED students	<b>In-Service Presentation</b> Exam 1
3. Learning Differences	Etiologies	<b>In-Service Presentation</b> Exam 1
4. Instructional Strategies	Appropriate educational programming Variety of intervention approaches	<b>In-Service Presentation</b> Behavior management plan Self-monitoring plan Exam 1
5. Environmental & Social Interaction	Classroom behavior management plans Classroom environment	<b>In-Service Presentation</b> Exam 1
6. Communication	Collaboration with professionals and parents	Role-plays Exam 2
7. Instructional Planning	Trends in service delivery Current technology Multicultural diversity	<b>In-Service Presentation</b> Behavior management plan Exam 2
8. Assessment	Current technology Formal and informal assessment Multicultural diversity	<b>In-Service Presentation</b> CBM Activity Behavior Rating Scale activity Exam 2
9. Ethics	Collaboration with professionals and parents	<b>In-Service Presentation</b>
10. Collaboration	Collaboration with professionals and parents	<b>In-Service Presentation</b> Role-plays Exam 2

## **EDEX 419: Education of Persons with Brain Injury or Learning Disabilities 3c-01-3cr**

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

**Prerequisites:** Successful completion of Step I of the Three Step Process, a dual major in Disability Services/Sociology or a minor in EDEX.

This course 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. (Formerly EX 454: The Brain Injured and Learning Disabled)

### **II. COURSE PARTICIPANTS:**

This course is designed for students who are enrolled in a pre-service or graduate program of study that will lead them to employment settings involving students with learning disabilities and/or traumatic brain injury. This course is a required course for all students enrolled in the Education of Exceptional Persons program.

Semesters Taught: each regular semester and every-other summer (odd years: 01, 03, 05)

Prerequisite: Junior status or above, GPA 2.5, EX 111 and/or EX 300

Strategies Used: See Item #5: Course Requirements (below)

### **III. COURSE OBJECTIVES:**

Students will demonstrate through verbal discussion and in writing that they have a working knowledge of:

1. knowledge and understanding of definitions, terminology, and the identification process (**Chapter 354: I. C; CEC: Standard 2**)
2. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, Section 504, PL 99-457, PL 101-476 (IDEA), PL 101-336 (ADA) (**Chapter 354: I. A; CEC: Standard 1**)
3. knowledge and understanding of characteristics of children, adolescents, and adults with learning disabilities: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs (**Chapter 354: I. D; CEC: Standard 2 & 3**)

4. the ability to examine and analyze research and theoretical orientations regarding etiologies and interventions (**Chapter 354: I. E; CEC: Standard 3**)
5. knowledge and understanding of current issues and trends (**Chapter 354: III. E; CEC: Standard 5 & 7**)
6. knowledge and understanding of the various professional organizations for professionals, advocates, and parents who interact with and teach students with learning disabilities (**Chapter 354: III. A; CEC: Standard 9**)
7. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery (**Chapter 354: II. B; CEC: Standard 5 & 7**)
8. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models (**Chapter 354: I. I, II. F, II. G; CEC: Standard 4, 6 & 7**)
9. knowledge and understanding of cognitive and learning strategies approaches (**Chapter 354: II. D; CEC: Standard 5 & 7**)
10. skills in designing individual and classroom behavior management plans (**Chapter 354: II. B, II. E; CEC: Standard 5 & 7**)
11. knowledge of an individual education plan and the various roles of participants in an IEP meeting (**Chapter 354: I. H; CEC: Standard 4**)
12. skill in writing a daily and weekly lesson plan (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
13. the ability to use task analysis and scope and sequence procedures (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
14. knowledge of the concepts of: levels of presentation and model/prompt/check (**Chapter 354: II. C, II. D; CEC: Standard 4, 5 & 7**)
15. knowledge, understanding of, and skill in collaborative consultation with professionals and parents (**Chapter 354: II. A, II. F, II. G, III. C, III. D; CEC: Standard 6, 7, 9 & 10**)
16. skill in applying formal and informal assessment data to guide instructional decision making (**Chapter 354: I. F, I. G, II. A; CEC: Standard 1, 7 & 8**)
17. knowledge and skill in using computer software, assistive technology, and current technology to enhance learning outcomes (**Chapter 354: I. J; CEC: Standard 4**)
18. skill in utilizing various forms of technology programs and/or software (Inspiration,



PowerPoint, and enhanced web browsers/editors) (Chapter 354: I. J; CEC: Standard 4)

Discipline Specific Standard/ Program Objective	Course Objective and Performance Indicator	Course Assessment Measuring Objective
1. Foundation	2 & 16	Exam 1
2. Development & Characteristics	1 & 3	Case Study Project Exam 1
3. Learning Differences	3 & 4	Assessment Evaluation Project Exam 1
4. Instructional Strategies	8, 11, 12, 13, 14, 17 & 18	Assessment Evaluation Project Inspiration Project Exam 2
5. Environmental & Social Interaction	5, 7, 9, 10, 12, 13 & 14	Case Study Project Exam 2
6. Communication	8, & 15	Assessment Evaluation Project Exam 2
7. Instructional Planning	5, 7, 8, 9, 10, 14, 15 & 16	Inspiration Project Exam 2
8. Assessment	16	Assessment Evaluation Project Exam 3
9. Ethics	6, & 15	Exam 3
10. Collaboration	15	Assessment Evaluation Project Case Study Project Exam 3

#### IV. TEXTBOOKS:

\*Boyle, J.R., Danforth, S., Shea, T.M., and Bauer, A.M. (1997). Cases in special education. Madison, WI: Brown & Benchmark.

\*McCarney, S.B. & Bauer, A.B. (1995). The learning disability intervention manual. Columbia, MO: Hawthorne Educational Services.

\*Lee. C. (1992). Faking it. New Hampshire: Heinemann Press.

Hallahan, D.P., Kauffman, J.M., and Lloyd, J.W. (1996). Introduction to learning disabilities. Needham Heights, MA: Allyn & Bacon.

Inspiration Software (inspiration.com)

\*Required textbooks

#### V. COURSE REQUIREMENTS/EVALUATION:

The course will include lecture, discussion, group work, role play, simulations, and student presentations. Class participation is essential. It is therefore expected that students will attend all class sessions.

A weighting system will be used in this class to assign grades. The objectives listed above will be assessed in one of the five methods listed below. These include: exams/quizzes, a case study project, take home assignments, in class activities, and group projects. Below is the percentage each will be worth.

Exams:	40% of Total Grade
In-Class Activities:	20% of Total Grade
Inspiration Project:	10% of Total Grade
Case Study Project:	15% of Total Grade
Faking It Journal Entries	15% of Total Grade
Graduate Student Practicum:	see note below

1. Exams: Three non-cumulative exams will be given throughout the semester. They will each be approximately 100 points. The first exam will be slightly longer and have an essay question. Exams #2 and #3 will not have an essay question. The types of questions that will appear will be multiple choice, matching, and short answer.
2. In-Class Activities: Periodically throughout the semester students will be asked to complete activities during class that correspond to class lecture/discussion. The number of activities/assignments has not been determined. You must be present in class the evening the assignment/activity was completed. **DO NOT APPROACH THE INSTRUCTOR PRIOR TO CLASS AND ASK IF AN ACTIVITY IS SCHEDULED!!!** If you have an excused absence according to the IUP Catalog you will be asked to obtain documentation of your absence. You need to make a copy of the documentation and turn it in to me during class on April 29<sup>th</sup>. Please note: since this is a three-hour night class, missing one class is the equivalent of missing three one hour classes during the day. Therefore, only one night can be made-up (if excused) during the semester. If it is determined your absence is “excused” you will be given an alternate assignment which must be completed by May 6<sup>th</sup>.
3. Inspiration Project: Inspiration is a computer program that many learning support teachers (as well as others) have found to be very beneficial to helping students with LD write and organize their thoughts. You will be introduced to the program and then required to complete a project by using Inspiration. Specific requirements will be forthcoming. Your instructor understands other faculty have similar projects. What you will be doing will be tailored for students with LD. This project is meant to build on prior knowledge; however, you will not be at a disadvantage if you have never been exposed to the program.
4. Case Study Project: After certain classes you will be asked to apply the information presented to a case study. For example, once the assessment review discussion occurs in class, you will then be required to review a case study and then recommend some assessments you feel should be administered.
5. Faking-It Journals: As reading material is assigned out of the Faking It textbook, you will be asked to respond. At times, specific questions will be provided by your instructor for you to respond to. At other times you will be asked to simply react to the assigned reading.

## VI. GRADING SCALE:

Once a final percentage is computed, grades will be assigned based on the following scale:

Undergraduate Scale (EX 419):

A=100%-93%

B=92%-84%

C=83%-74%

D=73%-65%

F=64% and below

Graduate Scale (EX 519):

A=100%-93%

B=92%-84%

C=83%-74%

D=not assigned in graduate school

F=73% and below

Note for Graduate Students: Students enrolled in EX 519 will be required to complete a pre-practicum experience. This must be completed in order to pass the course according to the EX Graduate Handbook. If the practicum cannot be completed during the current semester an incomplete will be assigned. A student who has not take care of an incomplete by the end of the following semester will be penalized 25% of the final percentage of the points earned in the course. In-other-words, if graduate students do not complete the pre-practicum experience they will fail the course unless they do extremely well on all components of the course. More details on requirements for the pre-practicum experience requirement will be provided during the first week of class.

Please note, graduate students will not be awarded “points” for the pre-practicum experience. Your professor firmly believes (and wants to model for students) that professionals need to be engaged in activities that will promote professional development. Your instructor has received “flack” from past students about this concept. If you have a concern about the pre-practicum experiences required, you are encouraged to see the instructor or the Department Chairperson (Dr. Rich Nowell) during the first week of class.

## VII. LATE ASSIGNMENT POLICY:

Assignments are due at the beginning (first 15 minutes) of class on the specified date. If you are unable to attend class the day an assignment is due, you may have a fellow class member turn it in. Do **NOT** leave assignments under my office door. If this is done, you can assume I (or the custodian) will throw it in the trash. Do **NOT** do this. If you do not make it to class (or have a friend turn in your assignment) you may put the assignment in an envelope with my name on it and take it to 203 Davis. The secretary and/or student workers in the office will direct you where to place the assignment (if it is in an envelope with my name on it). Please understand it will be considered late until I obtain it personally. Simply leaving it there does not guarantee that I have received it. For example, I may not check my campus mailbox until Tuesday evening and then the assignment would be considered two days late. *In other words, assignments turned into Davis 203 will be considered late.* Ten percent of the total points available for an assignment will be deducted for each day (week day) an assignment is late. For example, if an assignment is due on Monday and it is not turned in until the following Monday then fifty percent of the total

points will automatically be deducted. Exceptions to this rule are few and far between. Do not take chances, hand in assignments on time!

### **VIII. OTHER BUSINESS:**

1. I encourage, in fact **EXPECT**, everyone to contribute to class discussion. However, it is inconsiderate to carry on conversations during lecture or while someone else is speaking. If this becomes an issue, you will be asked to leave the classroom.
2. You will be held responsible for the information presented in class. If an assignment is announced and you are absent you must find a means to obtain the necessary information to complete the assignment. I will review/discuss assignments that are due for the week on Monday. The exception to this would be in-class activities.
3. You will be asked to complete in-class activities at unannounced times throughout the semester. The activities are directly related to the course content covered during the same day. Basically you will receive full credit if you are in class during the entire class period the day an in-class activity is completed. Do **NOT** ask me prior to class if an activity will be assigned. The activities are designed to reinforce class lecture/discussion and help you practice a particular skill. If you are absent from class on a day such an activity is completed the IUP attendance policy will be followed provided you document your excused absence.
4. All assignments that are completed outside of class (basically everything except in-class assignments) must be **TYPED**. Failure to do this will result in a loss of points.
5. Only individuals who have prior approval of the instructor and/or are enrolled in the course are allowed to attend class. It is inappropriate to have young children attend a college class.
6. Do **NOT** have any cell phones or beepers turned on during class. If a situation arises that you feel you will need to be contacted immediately, see me and we will work out details.
7. Any student in this course who has a disability that prevents the fullest expression of your abilities should contact me privately during the **first** week of the course so we can discuss appropriate accommodations that need to be made to complete the course requirements.

**CLASS SCHEDULE**  
(tentative!!!)

**Week Of:**

- Week: 1 Introduction and Laws
- Week: 2 History of LD and Service Delivery-*Faking It #1 Due*
- Week: 3 Characteristics of LD, Definition, and Video
- Week: 4 Finish Characteristics and Review SIM-*Faking It #2 Due*
- Week: 5 *Exam #1* and Intro. to Inspiration Software (AT & T lab)
- Week: 6 Early I.D. of LD, Video, and Assessment Introduction
- Week: 7 Spring Break
- Week: 8 Assessment Continued and Culturally Biased Tests-*Case Study #1 Due*
- Week: 9 Reading + FAT City-*Test Information Sheets & Inspiration Project Due*
- Week: 10 Math and Writing + FAT City-*Faking It #3 Due*  
*Exam #2*
- Week: 11 Guest Speaker and Intro. to Transition
- Week: 12 Transition and Self Advocacy-*Case Study #2 Due*
- Week: 13 Transition Continued + TBI
- Week: 14 TBI-*Case Study #3 Due*
- Final Week **\*\*Exam #3: 5:00-7:00 PM\*\***

\*\*\* No early final exams will be given. If your travel/semester break plans do not permit you to take the final at this time, please drop the course and plan to enroll in it during Fall 2002. \*\*\*

Exams: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

In-Class Act.: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Inspiration Project: \_\_\_\_\_

Case Study: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Faking It Journals: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_