

**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

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i> <b>EDEX 478 Education of Persons with Mental Retardation and other Developmental, Physical, or Multiple Disabilities</b>
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**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

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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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>Mary Ann Rofath</i>	<i>2-5-07</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schrust</i>	<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 478/578 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities** **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 mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.

#### COURSE OBJECTIVES:

The students will be able to demonstrate through classroom discussion, exams and written assignments that they possess:

- A. knowledge and understanding of definitions, terminology, and the identification process;  
**Chapter 354: I.A, I.C; CEC: Standard 1 & 2**
- B. knowledge and understanding of characteristics of mentally retarded children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs; **Chapter 354: I.B, I.D; CEC: Standard 2 & 3**
- C. 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; **Chapter 354: I.A, I.C, I.F; CEC: Standard 1 & 2**
- D. the ability to examine and analyze research and theoretical orientations regarding etiologies; **Chapter 354: I.C, I.D, I.E; CEC: Standard 2 & 3**
- E. knowledge and understanding of current issues and trends; **Chapter 354: I.A, I.B, I.C, I.F; III.A; CEC: Standard 1, 2 & 9**
- F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery; **Chapter 354: I.B, I.F; CEC: Standard 1 & 2**
- G. the ability to select appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models; **Chapter 354: I.G, I.I, I.J, II.A, II.B, II.C, II.D, II.F; CEC: Standard 4, 5, 6, 7, & 8**
- H. the ability to design and implement functional teaching approaches and/or ecological inventories; **Chapter 354: I.G, I.H; II.A, II.C, II.D, II.F, II.G; CEC: Standard 4, 5, 6, 7 & 8**
- I. the ability to design individual and classroom behavior management plans;  
**Chapter 354: II.A, II.B, II.C, II.D, II.E; CEC: Standard 4, 5, & 7**
- J. knowledge, understanding of, and skill in collaborative consultation with professionals and parents; **Chapter 354: II.A, II.G; CEC: Standard 6, 7 & 10**

- K. knowledge and skill in using computer software, alternate programming, assistive technology, and other current technology to enhance learning outcomes; **Chapter 354: I.J; CEC: Standard 4**
- L. skill in applying formal and informal assessment data to guide instructional decision-making. **Chapter 354: I.G, I.H, I.I, I.J; II.A, II.G; CEC: Standard 4, 6, 7 & 8**

## II. ASSESSMENT MATRIX

<b>Course Objective</b>	<b>Discipline Specific Standard/ Program Objective</b>	<b>Course Assessment Measuring Objective</b>
A	1 2	Quizzes Mid-Term Exam <b>Web Site Review</b>
B	2 3	<b>Mock IEP Development</b> <b>Web Site Review</b> Quizzes Mid-Term Exam
C	1 2	<b>Mock IEP Development</b> <b>Web Site Review</b> Quizzes Mid-Term Exam
D	2 3	<b>Mock IEP Development</b> <b>Web Site Review</b> Quizzes Mid-Term Exam
E	1 2 9	<b>Mock IEP Development</b> <b>Web Site Review</b> Quizzes Mid-Term Exam
F	1 2	<b>Mock IEP Development</b> <b>Web Site Review</b> Final Exam
G	4     7 5     8 6	<b>Mock IEP Development</b> <b>Web Site Review</b> Final Exam
H	4     7 5     8 6	<b>Mock IEP Development</b> <b>Web Site Review</b> Final Exam
I	4 5 7	<b>Web Site Review</b>
J	6 7 10	<b>Mock IEP Development</b> <b>Web Site Review</b> Quizzes Final Exam
K	4	Quizzes
L	4     8 6 7	Quizzes Mid-Term Exam Final Exam

### III. COURSE OUTLINE

- Week 1      Definitions and Terminology
- Week 2      Historical Perspectives  
Module 1 to be completed
- Weeks  
3 & 4      Characteristics of Individuals with Mental Retardation/Developmental Disabilities,  
Physical and Multiple Disabilities and other Health Impairments  
Modules 2 & 3 to be completed
- Week 5      Theoretical Perspectives: Concepts and Implications  
1. Educational Approaches  
2. Service Delivery Models: Integrated v. Segregated Placement Model  
3. Inclusion Issues  
Module 4 to be completed
- Weeks  
6 & 7      Learning Characteristics: Preschool through Adult  
1. Functional academic skills  
2. Social and emotional aspects  
3. Physical /motor aspects  
4. Career/vocational issues and service delivery models  
Modules 5 & 6 to be completed
- Weeks  
8 & 9      Principles of Academic Remediation and Program effectiveness  
1. Prescriptive teaching  
2. Functional Academic Curriculum  
3. Functional Curriculum Content  
4. Community-based instruction  
5. Communication skills  
6. Linguistically and culturally diverse students  
7. Use of technology to enhance instruction  
Modules 7 & 8 to be completed
- Weeks  
10 & 11      IEP / ITP Development  
Modules 9 & 10 to be completed
- Week 12      Sensory Disabilities / Other Health Related Issues  
Modules 11 to be completed
- Week 13      Therapeutic Management of students with Physical/Multiple Disabilities  
1. Types of Adaptive Equipment  
2. Guidelines for use of Adaptive Equipment  
3. Principle of Partial Participation  
Modules 12 to be completed
- Week 14      Collaborative Consultation and Teamwork  
1. General educators  
2. Other staff/support personnel  
3. Parents

#### IV. REQUIREMENTS:

1. Complete course readings.
2. Participate in class discussion and activities.
3. Complete course exams.
4. Complete all assignments.

#### V. ATTENDANCE POLICY:

Students are required to attend all classes. However, in keeping with University policy on attendance, students will be allowed to be absent from class for the number of hours equal to the credit value of the course. EDEX 478/578 is a three-credit course; therefore, the limit is three hours (3) hours of unexcused absence. Students exceeding the limit of three (3) hours of unexcused absence will be penalized one (1) letter grade for each absence over the limit. An absence is considered excused only if it is accompanied by a doctor's or sanctioned university organization's excuse.

#### VI. COURSE EXAMS & QUIZZES:

There will be two (2) major exams, worth 100 points each, during the course of the semester. Test questions will be taken from your reading material as well as class lecture notes. Additionally, there will be weekly quizzes on questions pertaining to the twelve (12) learning modules that are to be completed independently. There are a possible 100 quiz points that can be earned from your best ten (10) of twelve (12) quiz scores.

#### VII. ASSIGNMENTS:

##### **Web site**

Students will be assigned one disability topic to be addressed through a web site review paper.

Undergraduates: The website review assignment will involve a written paper, worth one hundred (100)points that, should be 5 pages in length (Introduction, three web reviews, conclusion & references)) and should review a minimum of three(3) recent (within the last five years) web sites. Each web site should be critiqued (positively or negatively) by you and have the URL linked to launch to the site.

Topics for the literature and web site review papers must be taken from the following list.

1. Fragile X
  2. Fetal Alcohol Syndrome
  3. Cornelia de Lange Syndrome
  4. Asperger's Syndrome
  5. Prader-Willi Syndrome
  6. Tourette Syndrome
  7. Angelman Syndrome
  8. Metabolic Disorders
  9. Down Syndrome
  10. Autosomal Recessive Disorders
  11. Autosomal Dominant Disorders
  12. Spina Bifida
- (Ch.354: I.A, I.C, I.D, I.E, I.I, I.J; II.C, II.D,; III.A; CEC: Standard 1, 2, 3, 4, 5, 7 & 9)

Papers should be typed, double-spaced and written in APA format. Each written report must contain the following components:

1. Incidence rates
2. Etiology of the disability

3. Functional characteristics
4. Language/communication concerns
5. Programmatic Issues/Educational concerns
6. Transition to/Prognosis for adulthood
7. Key vocabulary

### IEP

There will also be a Mock IEP/ITP Project worth 100 points. The IEP/ITP Project will involve the development of an IEP/ITP. You will be given all necessary information during weeks 10 - 11 to complete the final project. It will be due on the last day of class and must be typed using an appropriate electronic IEP software format.

Written assignments will be evaluated and graded using the following criteria:

- a. Sentence structures - complete and grammatically correct;
- b. Word usage - appropriate form, tense, and person;
- c. Punctuation and spelling - correct usage and spelling;
- d. Terminology - appropriate use of professional terms; and
- e. Overall organization and content of the written product.

### VIII. GRADES:

Points will be accumulated during the semester from the quizzes, course exams, Mock IEP and Website Review Paper. Each exam will be worth 100 points for a total of 200 possible points and your quizzes will be worth 100 points. The Mock IEP will be worth 100 points and the Web sit/literature review will be worth 100 points making an undergraduate total of 500 points. The percentages applied to the obtained points used to determine your final grade is explained in Evaluation Methods.

### IX. EVALUATION METHODS

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

Exams	200 points
Mock IEP	100 points
Quizzes	100 points
Website Review (Undergraduates)	<u>100 points</u>
<b>TOTAL POINTS</b>	<b>500 points</b>
A = 93 - 100%	463 - 500
B = 85 - 92%	423 - 462
C = 77 - 84%	383 - 422
D = 76 - 69%*	343 - 382
F = below 69%	342 & Below

### X. REQUIRED TEXT

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

Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). *Mental retardation: An introduction to intellectual disabilities*. (7<sup>th</sup> Ed) Columbus, Ohio: Pearson, Merrill, Prentice Hall.

## XI. BIBLIOGRAPHY

- Beirne-Smith, M., Ittenbach, R. & Patton, J. (2002). *Mental retardation*. (6<sup>th</sup> ed) Columbus, Ohio: Merrill.
- Bigge, J., Best, S. & Heller, K (2001). *Teaching individuals with physical, health, or multiple disabilities*. (4<sup>th</sup> ed). Columbus, Ohio: Merrill.
- Bowe, F. (2000). *Physical, sensory, and health disabilities: An introduction*. Columbus, Ohio: Merrill.
- Crane, L. (2002). *Mental retardation: A community integration approach*. Wadsworth.
- Graziano, A. (2002). *Developmental Disabilities: Introduction to a diverse field*. Boston MA; Allyn and Bacon.
- Hill, J. (1999). *Meeting the needs of students with special physical and health care needs*. Columbus, Ohio: Merrill.
- Porter, S., Haynie, M., Bierle, T., Caldwell, T. & Palfrey, J. (1997). *Children and youth assisted by medical technology in educational settings: Guidelines for care*. (2<sup>nd</sup> ed) Baltimore, MD; Paul H. Brooks.

## 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 Education of Exceptional Persons 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 478 is a concentration of EDEX 417 and EDEX 418, 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 Mental Retardation /Developmental/Physical or Multiple Disabilities**

- 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).

**Institutions within the State System of Higher Education as well as small private colleges in Pennsylvania, all PDE accredited offer similar courses. Examples include:**

**Edinboro – SPED 400 Low Incidence Disabilities  
California –ESP 101 Exceptional Children II**

**Penn State – SPLED 411 Interventions for Students with Severe Disabilities  
Seton Hill – ED 208 Characteristics and Strategies I  
Miseracordia – TED 342 Characteristics Mentally / Physically Handicapped**

- 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 Education of Exceptional Persons or a degree in Disability Services**

## **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 478/578 were taught each semester. Creating the new course EDEX 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, spring and summer semesters.**

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

**We would offer 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

EDEX. 417- Education of Persons with Mental Retardation and Developmental Disabilities

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.

Focuses on major theoretical positions regarding etiology of mental retardation and developmental disabilities, including autism. Definition, identification, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.

#### COURSE

#### OBJECTIVES:

This course is designed to develop:

- A. knowledge and understanding of definitions, terminology, and the identification process; **Chapter 354: I.A, I.C; CEC: Standard 1 & 2**
- B. knowledge and understanding of characteristics of mentally retarded children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs; **Chapter 354: I.B, I.D; CEC: Standard 2 & 3**
- C. 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; **Chapter 354: I.A, I.C, I.F; CEC: Standard 1 & 2**
- D. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions; **Chapter 354: I.C, I.D, I.E; CEC: Standard 2 & 3**
- E. knowledge and understanding of current issues and trends; **Chapter 354: I.A, I.B, I.C, I.F; III.A; CEC: Standard 1, 2 & 9**
- F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery; **Chapter 354: I.B, I.F; CEC: Standard 1 & 2**
- G. 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.G, I.I, I.J; II.A, II.B, II.C, II.D, II.F; CEC: Standard 4, 5, 6, 7, & 8**
- H. knowledge and understanding of importance of functional teaching approaches and ecological inventories; **Chapter 354: I.G, I.H; II.A, II.C, II.D, II.F, II.G; CEC: Standard 4, 5, 6, 7 & 8**
- I. knowledge and understanding of designing individual and classroom behavior management plans; **Chapter 354: II.A, II.B, II.C, II.D, II.E; CEC: Standard 4, 5, & 7**
- J. knowledge and understanding of collaborative consultation with professionals and parents; **Chapter 354: II.A, II.G; CEC: Standard 6, 7 & 10**

- K. knowledge and skill in using computer software, alternate programming, assistive technology, and other current technology to enhance learning outcomes; **Chapter 354: I.J; CEC: Standard 4**
- L. skill in applying formal and informal assessment data to guide instructional decision-making. **Chapter 354: I.G, I.H, I.I, I.J; II.A, II.G; CEC: Standard 4, 6, 7 & 8**

Discipline Specific Standard/ Program Objective	Course Objective and Performance Indicator	Course Assessment Measuring Objective
1. Foundation	A, C, E, & F	Mid-Term Exam Power Point Presentation
2. Development & Characteristics	A, B, C, D, E & F	Mock IEP Development Power Point Presentation Mid-Term Exam
3. Learning Differences	B & D	Mock IEP Development Power Point Presentation Mid-Term Exam
4. Instructional Strategies	G, H, I, K & L	Mock IEP Development Power Point Presentation Mid-Term Exam
5. Environmental & Social Interaction	G, H & I	Mock IEP Development Power Point Presentation Mid-Term Exam
6. Communication	G, H, J & L	Mock IEP Development Power Point Presentation Final Exam
7. Instructional Planning	G, H, I, & L	Mock IEP Development Power Point Presentation Final Exam
8. Assessment	G,H & L	Mock IEP Development Power Point Presentation Final Exam
9. Ethics		
10. Collaboration	J	Mock IEP Development Power Point Presentation Final Exam

TEXT: Drew, C. J., Hardman. M. L., & Logan, D. R. (2000). Mental Retardation: A life cycle approach. Merrill/Prentice Hall

- REQUIREMENTS:
- 1). Complete course readings.
  - 2). Participate in class discussion and activities.
  - 3). Complete course exams.
  - 4). Complete all assignments.
  - 5). Complete field experience observations – Graduate Students Only

ATTENDANCE  
POLICY:

Students are required to attend all classes. However, in keeping with University policy on attendance, students will be allowed a number of absences equal to the credit value of the course. EDEX 417 is a three-credit course, therefore, the limit is three (3) unexcused absences. Students exceeding the limit of three (3) unexcused absence will be penalized one (1) letter grade for each absence over the limit. An absence is considered excused only if it is accompanied by a doctor's excuse.

**PRE-PRACTICUM  
FIELD  
EXPERIENCE:**

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification. Each student is required to spend a total of 20 hours of participation in a setting that serves students with mental retardation or developmental disabilities. The field experience may be completed prior to or concurrent with course enrollment. Students are expected to provide a written account of their experience. The written assignment for this experience will be a daily journal chronicling the 20-hour observation experience. Evaluation and grading of this journal is explained in the "Grades" section of the syllabus. (Ch.354:II.A, II.B, II.C, II.D, II.E, II.F, II.G; CEC: Standard 4, 5, 6, & 7)

**COURSE  
EXAMS:**

There will be two (2) major exams, worth 100 points each, during the course of the semester. Test questions will be taken from your reading material as well as class lecture notes. Additionally, there will be weekly quizzes on questions pertaining to your reading or lecture material. Missed quizzes cannot be made up except for reasons of death or illness verifiable by a doctor's excuse. If you miss a quiz due to an excused absence you will have ONE WEEK to make it up - no exceptions! There will be final project worth 100 points. The project will involve the development of an IEP. You will be given all necessary information during weeks 11 - 15 to complete the final project. It will be due on the last day of class and must be typed using **Microsoft Office Suite** or an appropriate electronic IEP software format.

**ASSIGNMENTS:**

Students will be assigned a group project to be presented to the class on a specific developmental disability. The group project will involve a written paper that should be 5 -7 pages in length and should review a minimum of seven (7) recent (within the last five years) references. References may include web sites, journal articles and books. Papers should be typed using **Microsoft Office Suite**, double-spaced and written in APA format. Each written report must contain the following components:

1. Incidence rates
2. Etiology of the disability
3. Functional characteristics
4. Language/communication concerns
5. Programmatic Issues/Educational concerns
6. Prognosis for adulthood
7. Key vocabulary

Group reports will be presented in class sometime between week 6 and 10. Groups will have an entire class period to present their information and to answer questions. Each report must include a **PowerPoint presentation**, additionally; each group's paper should be duplicated so that every student receives a copy of the paper. The following disabilities must be covered by a group presentation.

1. Fragile X
2. Fetal Alcohol Syndrome
3. Cornelia de Lange Syndrome
4. Seizure Disorders
5. Prader-Willi Syndrome
6. Tourette Syndrome
7. Angelman Syndrome
8. PKU

(Ch.354: I.A, I.C, I.D, I.E, I.I, I.J; II.C, II.D.; III.A; CEC: Standard 1, 2, 3, 4, 5, 7 & 9)

Written assignments will be evaluated and graded using the following criteria:

- a). Sentence structures - complete and grammatically correct;
- b). Word usage - appropriate form, tense, and person;
- c). Punctuation and spelling - correct usage and spelling;
- d). Terminology - appropriate use of professional terms; and
- e). Overall organization and content of the written product.

Additionally, the pre-practicum experience journal is required of all graduate students. The same criteria utilized for evaluation of the group projects will be used for the pre-practicum field experiences.

**GRADES:**

Points will be accumulated during the semester from the quizzes, course exams, final project and group presentation. Each exam will be worth 100 points for a total of 200 possible points and your quizzes will be worth 100 points. The final project and the group project will be worth 100 points each. Graduate students will have an additional 100 points earned through the field experience journal. The following percentages applied to the obtained points will determine your final grade.

		<u>UNGRAD</u>	<u>GRAD</u>
93 - 100%	A	463 - 500	555 - 600
85 - 92%	B	423 - 462	507 - 554
77 - 84%	C	383 - 422	459 - 506
69 - 76%	D	343 - 382	411 - 458
0 - 68%	F	342 & Below	410 & Below

**WEEKLY  
ASSIGNMENTS:**

**Weeks 1 - 5**

Mental Retardation / Developmental Disabilities  
 Historical Perspective - Lecture  
 Definitional Perspective – Lecture, Chapters 1 & 4  
 Causes and Prevention – Lecture, Chapters 6

**FIRST EXAM**

**Weeks 6 - 10**

Developmental Disabilities and Programmatic Issues  
 Mental Retardation - Chapters 7, 8, 9, 10 & 11  
 Other Developmental Disabilities  
**Group Presentations**

**SECOND EXAM**

**Weeks 11 - 14**

Programmatic Issues  
 Comprehensive Evaluation Report  
 Individualized Education Plan  
 Special Considerations  
 Related Services  
 Integration and Inclusion  
 Transition from School to Adulthood  
 Family Concerns – Chapter 13  
**IEP Assignment (Ch.354: III.B, III.C)**

**\*\*Concluding Activity will be conducted during Final Exam Period.**

**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.

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

**COURSE****OBJECTIVES:**

This course is designed to develop:

- A. knowledge and understanding of definitions, terminology, and the identification process; **Chapter 354: I.A, I.C; CEC: Standard 1 & 2**
- B. knowledge and understanding of characteristics of physically or multiply disabled children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs; **Chapter 354: I.B, I.D; CEC: Standard 2 & 3**
- C. 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; **Chapter 354: I.A, I.C, I.F; CEC: Standard 1 & 2**
- D. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions; **Chapter 354: I.C, I.D, I.E; CEC: Standard 2 & 3**
- E. knowledge and understanding of current issues and trends; **Chapter 354: I.A, I.B, I.C, I.F; III.A; CEC: Standard 1, 2 & 9**
- F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery; **Chapter 354: I.B, I.F; CEC: Standard 1 & 2**
- G. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, self-contained, and transition; **Chapter 354: I.G, I.I, I.J; II.A, II.B, II.C, II.D, II.F; CEC: Standard 4, 5, 6, 7, & 8**
- H. knowledge and understanding of therapeutic management of sensorimotor and physical disabilities; **Chapter 354: I.C, I.D, I.E; II.D; CEC: Standard 2, 3, 5 & 7**
- I. knowledge and understanding of avenues to physical participation; **Chapter 354: II.B, II.D; CEC: Standard 5 & 7**
- J. knowledge and understanding of collaborative consultation with professionals and parents; **Chapter 354: II.A, II.G; CEC: Standard 4**
- K. knowledge and skill in using computer software, alternate programming, and current technology; **Chapter 354: I.J; CEC: Standard 4**
- L. skill in applying formal and informal assessment data to guide instructional decision-making. **Chapter 354: I.G, I.H, I.I, I.J; II.A, II.G; CEC: Standard 4, 6, 7 & 8**

Discipline Specific Standard/ Program Objective	Course Objective and Performance Indicator	Course Assessment Measuring Objective
1. Foundation	A, C, E, & F	Web Site Review Paper Literature Review Paper Exam 1
2. Development & Characteristics	A, B, C, D, E, & F	Web Site Review Paper Literature Review Paper Exams 1, 2, & 3
3. Learning Differences	B & D	Web Site Review Paper Literature Review Paper Exams 1, 2, & 3
4. Instructional Strategies	G, H, I, J, K, & L	Web Site Review Paper Literature Review Paper Exam 2
5. Environmental & Social Interaction	F, G, I,	Web Site Review Paper Literature Review Paper Exams 1, 2 & 3
6. Communication	B, D, F, G, I, J, K & L	Web Site Review Paper Literature Review Paper Exam 2
7. Instructional Planning	G, J & L	Web Site Review Paper Literature Review Paper Exam 2
8. Assessment	G & L	Web Site Review Paper Literature Review Paper Exam 3
9. Ethics	C & G	Web Site Review Paper Literature Review Paper Exam 3
10. Collaboration	E & J	Web Site Review Paper Literature Review Paper

**TEXTS:**

Bigge, J.L., Best, S.J. & Heller, K.W. (2001). Teaching individuals with physical, health, or multiple disabilities. Fourth Edition, Merrill /Prentice Hall

EDEX 418/518 Class Notes, Spring 2002, PRO-PACKET University Square

**REQUIREMENTS:**

- 1). Complete course readings.
- 2). Participate in class discussion and activities.
- 3). Complete course exams.
- 4). Attend all class meetings.
- 5). Complete written assignments.
- 6). Complete field experience observations - **Graduate Students Only.**
- 7). Complete Literature Review Paper - **Graduate Students Only.**

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 field site working with students who experience physical and / or multiple disabilities. The field experience may be completed prior to or concurrent with course enrollment. Students are expected to provide written accounts of their experience according to instructor guidelines and departmental policy governing pre-student teaching experiences.

**ATTENDANCE  
POLICY:**

Students are required to attend all classes. However, in keeping with University policy on

attendance, students will be allowed a number of absences equal to the credit value of the course. For this course it is three (3) unexcused absences. Students exceeding the limit of three (3) unexcused absences will be penalized one (1) letter grade for each absence over the limit. An absence is considered excused only if it is accompanied by an excuse from a physician.

**PRE-PRACTICUM  
FIELD  
EXPERIENCE:**

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification. Each student is required to spend a total of 20 hours of participation in a setting that serves students with mental retardation or developmental disabilities. The field experience may be completed prior to or concurrent with course enrollment. Students are expected to provide a written account of their experience. The written assignment for this experience will be a daily journal chronicling the 20-hour observation experience. Evaluation and grading of this journal is explained in the "Grades" section of the syllabus. (Ch.354:II.A, II.B, II.C, II.D, II.E, II.F, II.G; CEC: Standard 4, 5, 6 & 7)

**COURSE EXAMS:**

EXAMS - There will be three (3) major exams during the course of the semester. These exams will occur at approximately 5-week intervals and at the conclusion of the course. Exams will cover material discussed in the preceding four-week period. Test questions will be taken from the reading material as well as class lecture notes.

**WRITTEN  
ASSIGNMENTS:**

Graduate students are required to write a Literature Review Paper on a topic of choice related to this course. The literature review paper should be 5 – 7 pages in length and should have a minimum of seven (7) recent (within the last seven years) references. References may include web sites, journal articles and books. (Ch.354: I.A, I.C, I.D, I.E, I.I, I.J; II.C, II.D; III.A; CEC: Standard 1, 2, 3, 4, 5, 7, & 9)

Graduate and Undergraduate students are required to complete a Web Site Resource Review Paper on a topic of choice related to this course. This document is to be 6 pages in length (title page, introduction page, one (1) page review per web site including web address, conclusion page) and should review three (3) reputable web sites. This assignment must be typed, double-spaced and written in APA format and submitted via e-mail as an attachment. (Ch.354: I.A, I.C, I.D, I.E, I.I, I.J; II.C, II.D; III.A; CEC: Standard 1, 2, 3, 4, 5, 7, & 9 )

Written assignments will be evaluated and graded using the following criteria:

- a) Sentence Structure - complete and grammatically correct;
- b) Word usage - appropriate form, tense, and person;
- c) Punctuation and spelling - correct usage and spelling;
- d) Terminology - appropriate use of professional terms; and
- e) Overall organization of content.

**All written assignments must be typed using Microsoft Office Suite.** Any assignment that is not typed will not be accepted. Additionally, all assignments must be turned in **ON TIME!!!** If by chance your assignment is late there will be a five (5)-point deduction from your grade. Late assignments will only be accepted for two (2) days following the due date, any assignment that is more than two days late **WILL NOT**, I repeat, **WILL NOT** be accepted except in cases of illness verified by a doctors excuse.

Graduate and Undergraduate students are required to construct an electronic Portfolio File for this course. Items that can be included in this file may include the web site review paper, literature review paper, pre-practicum observation reports. A tutorial session on the use of the software will be conducted early in the semester in the Davis Lab. This assignment is worth 25 points and will be due one week prior to the end of the semester. (Ch.354: III.E; CEC: Standard 9)

**GRADES:** Points will be accumulated during the semester from the quizzes, course exams and written assignments. Points will be distributed in the following manner.

Three Exams – 100 points each (300 total)  
Quizzes – 50 points  
Literature Review Paper – 100 points  
Pre-practicum Paper 100 points  
Web Site Resource Review – 25 points  
Electronic Portfolio – 25 points

		<u>UNGRAD</u>	<u>GRADUATE</u>
93 - 100%	A	369 - 400	555 - 600
85 - 92%	B	338 - 368	507 - 554
77 - 84%	C	306 - 337	459 - 506
69 - 76%	D	274 - 305	411 - 458
0 - 68%	F	273 & Below	410 & Below

**TENTATIVE WEEKLY  
ASSIGNMENTS:**

Introduction and Course Overview  
Conditions Resulting in Physical Disabilities - Lecture  
Cerebral Palsy - Chapter – 4  
Spina Bifida & Myelomeningocele - Chapter – 2

**First Exam**

Bones, Joints, and Muscles - Chapter – 2  
Accompanying Disabilities - Lecture  
Therapeutic Management of Physical Disabilities –Lecture, Chapter - 7  
Seizure Disorders - Chapter - 6  
Special Health Care Needs - Chapter – 3  
Pre-speech and Feeding - Chapter 15

**Second Exam**

Language and Communication - Chapter 8  
Adaptations/Partial Participation - Lecture, Chapters – 10, 11, 12, 13, & 14

**\*\*Final Exam** will be given during finals week.