

EDEX 650 Exceptional Children and Youth

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Janice Baker	Proposer Email*	jmbaker@iup.edu
Contact Person*	Janice Baker	Contact Email*	jmbaker@iup.edu
Proposing Department/Unit*	Special Ed Programs	Contact Phone*	7-5675

Course Level*	graduate-level
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	EDEX 650
Course Title*	Exceptional Children and Youth
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline*	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Week 1 Todays Special Education</p> <ul style="list-style-type: none"> • Profile of special education students and personnel • Overview of special education laws • Values and outcomes <p>Week 2 Cultural and Linguistic Diversity and Exceptionality</p> <ul style="list-style-type: none"> • Defining culture and implications for special education • Disproportionate representation • Culturally responsive teaching and advocacy <p>Week 3 Parents & Families & Exceptionalities</p>

- Today's families
- Importance of partnerships
 - Family perspective on disabilities

Week 4 Individuals with Intellectual Disabilities

- Identifying students with intellectual disabilities
- Designing an appropriate IEP
- Using effective strategies

Week 5 Individuals with Learning Disabilities

- Identifying students with learning disabilities
- Designing an appropriate IEP
- Using effective strategies

Week 6 Individuals with AD/HD

- Identifying students with AD/HD
- Designing an appropriate IEP
- Using effective strategies

Week 7 Individuals with Emotional & Behavioral Disorders

- Identifying students with emotional and behavioral disorders
- Designing an appropriate IEP
- Using effective strategies

Week 8 Individuals with Autism Spectrum Disorder

- Identifying students with autism spectrum disorders
- Designing an appropriate IEP
- Using effective strategies

Week 9 Individuals with Speech/Language Impairments

- Identifying students with speech/language impairments
- Designing an appropriate IEP
- Using effective strategies

Week 10 Individuals with Hearing Impairments or Visual Impairments

- Identifying students with hearing or visual impairments
- Designing an appropriate IEP
- Using effective strategies

Week 11 Individuals with Physical Disabilities

- Identifying students with physical disabilities
- Designing an appropriate IEP
- Using effective strategies

Week 12 Individual with Health-related Disabilities

- Identifying students with health-related disabilities
- Designing an appropriate IEP
- Using effective strategies

Week 14 Assistive Technology

- Purposes of assistive technology
- Effective software and hardware options

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>The faculty members in the Special Education program are certified teachers of students with disabilities. All faculty hires are required to have special education certification and a minimum of three years teaching in a special education setting. Current faculty have experience with autism, emotional disorders, intellectual disabilities, hearing impairments, learning disabilities, physical disabilities, early intervention, and transition to adult life.</p> <p>The special education faculty also have been teaching courses via distance education as part of their responsibilities at IUP. Drs. Domaracki, Knickelbein, Migyanka and Baker developed online graduate courses as part of the GOPI (Graduate Online Program Initiative). Drs. Kappel and Wynkoop taught via distance education during their graduate programs. We have all been teaching courses via distance education during the last five years.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>Outcomes and Evaluation</p> <p>Participants will display an understanding of</p> <p>1. the history of special education from its early years to the present; Evaluation - a) chapter reading, b) online reading check, and c) exam</p> <p>2. the litigation and legislation that led to passage of PL 94-142 and IDEA; Evaluation - chapter readings, online reading check, and c) reflection paper comparing EHA and IDEA legislation</p> <p>3. the requirements of PL 94-142, PL 99-457, PL 101-476, Section 504, ADA, and IDEA including general definitions, individualized education programs, and referral/assessment procedures; Evaluation - a) Discussion forum applying requirements to adolescents and young adults</p> <p>4. the relevance of multicultural and linguistic diversity in the identification and service delivery of persons with disabilities; Evaluation - a) chapter reading, b) online reading check, and c) exam</p> <p>5. the characteristics and etiology of each major area of human exceptionality; Evaluation - a) chapter readings, b) online reading checks, c) exams, and d) in-service presentation for general education teachers</p> <p>6. the nature and importance of early intervention opportunities for exceptional children and their families Evaluation -a) discussion forum regarding Early Intervention Technical Assistance in PA</p> <p>7. the feelings and attitudes of the parents and guardians of personal with disabilities. Evaluation -a) Interview with family member of individual with disability</p> <p>8. the conditions under which older exceptional persons in the community participate in transition work programs and community living; Evaluation - a) website reviews, b) exam, and c) transition plan review activity</p> <p>9. impact of assistive and augmentative technology on the learning and post- school outcomes of persons with disabilities and gifted/talented individuals Evaluation -a) Review of current technology</p>
<p>How will the instructor-student and student-student interaction take place?* (if applicable)</p>	<p>Teacher-student interactions will include:</p> <ul style="list-style-type: none"> • email and phone contact • evening office hours • discussion forums • General Discussion forum • narrated power points • D2L announcements <p>The instructor will provide specific feedback on all course requirements on D2L. The instructor will also participate in discussion board posting and responses. Consistent use of the "General Discussion Forum" for large group communication will be required. This will assist students and their peers when their questions benefit the entire class.</p> <p>Peer interactions will occur through discussion forums.</p>

How will student achievement be evaluated?	Students will be evaluated on course requirements <ul style="list-style-type: none">• weekly reading checks on D2L• exams• rubrics for discussion forum participation• in-service presentation• topic assignments (e.g., family interview)
How will academic honesty for tests and assignments be addressed?*	The Academic Integrity Policy will be included in the course syllabus. Instructors may use online resources to check academic writing.

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>