

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-28g	Apr 4/15/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Joseph Domaracki	Email Address jwdomara@iup.edu
Proposing Department/Unit Department of Special Education & Clinical Services Education of Exceptional Persons Program	Phone X72450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

EDEX 418/518 Education of Persons with Physical or Multiple Disabilities

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
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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

<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>2-14-05</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>2-14-05</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>3-2-05</i>
College Dean	<i>[Signature]</i>	<i>3-2-05</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schust</i>	<i>4-15-05</i>

MAR - 2 2005

* where applicable

Part II: Description of Curriculum Change

1. New Course Syllabus

I. CATALOG DESCRIPTION

EDEX 418/518 EDUCATION OF PERSONS WITH PHYSICAL OR MULTIPLE DISABILITIES
3c-01-3cr

Prerequisites: Successful completion of Step I of the Three Step Process, a dual major in Disability Services 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.

II. 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

III. COURSE OUTLINE

Week 1 Definitions and Terminology

Week 2 Characteristics of Conditions Resulting in Physical Disabilities

- Week 3 Historical Perspectives
- Week 4 & 5 Service Delivery Models
1. Integrated placement model
 2. Segregated placement model
- Week 6 Theoretical Perspectives: Concepts and Implications
1. Classification, etiological and descriptive research, and educational approaches
 2. Integration issues
- Week 7 Medical Aspects
- Week 8 & 9 Research and Issues in Assessment Procedures
1. Types of measures
 2. Educational relevance of assessment measures
 3. Technical adequacy and usefulness
 4. Biasing factors, including concerns regarding students from multi-culturally and linguistically diverse backgrounds
- Week 10 & 11 Learning Characteristics: Preschool through Adult
1. Academic skills
 2. Social and emotional aspects
 3. Career/vocational implications
 4. Special health care needs
- Week 12 & 13 Principles of Academic Remediation and Program effectiveness
1. Prescriptive teaching
 2. Life management skills
 3. Communication skills
 4. Physical and motor skills
 5. Linguistically and culturally diverse students
 6. Use of technology to enhance instruction
- Week 14 & 15 Collaborative Consultation and Teamwork
1. General educators and other agency personnel
 2. Parents

IV. PRE-PRACTICUM FIELD EXPERIENCES FOR GRADUATE STUDENTS

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification.

The graduate student is required to spend a total of 20 hours of participation in a setting serving students with physical and/or multiple disabilities. The field experience may be completed prior to or concurrent with course enrollment, as long as all participation hours are completed by the midterm point in the course. Students are expected to provide written and oral accounts of their experiences according to instructor guidelines and departmental policy governing pre-student teaching experiences.

V. 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.

VI. COURSE REQUIREMENTS

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

- 1). Completion of assigned readings in text and selected journals.
- 2). Participation in class discussion and/or activities.
- 3). Exams. Three major exams consisting of multiple choice, completion and short essay items. 100 points.
- 4). Course Project - Each student will design a specific instructional program or adaptive skill program that could be used in educating an individual with physical or multiple disability. The plan should include objective/purpose, procedures for use of the plan, application of the plan and methods for evaluating the plans effectiveness. 100 points.
- 5). Journal Critiques - Each student will complete critiques/analysis of five articles from professional journals. The critique must address a variety of topics discussed during the course (no two articles can address the same topic). Each critique/analysis must be 2-3 pages in length. 20 points each (100points total).

GRADUATE STUDENTS ONLY:

- 1). Field Experience - See item IV Pre-Practicum Field Experience for Graduate Students for detailed description of assignment.
- 2). Literature Review Paper - Each student will complete a 5-7 page literature review paper on a topic directly related to course content. The paper must include at least five references that are no more than 5 years old. Topics must be approved by the course instructor.

VII. EVALUATION METHODS

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

	Undergraduate	Graduate		
A = 93 - 100%	463 - 500	555 - 600	Exams	300 points
B = 85 - 92%	423 - 462	507 - 554	Course Project	100 points
C = 77 - 84%	383 - 422	459 - 506	Journal Critiques	100 points
D = 76 - 69%*	343 - 382	411 - 458	Literature Review Paper (G)	100 points
F = below 69%	342 & Below			

*No "D" grade is recognized in IUP graduate work

VIII. REQUIRED TEXTS

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

IX. BIBLIOGRAPHY

Bigge, J., Best, S. & Heller, K (2001). *Teaching individuals with physical, health , or multiple disabilities*. (4th ed). Columbus, Ohio: Merrill.

Bowe, F. (2000). *Physical, sensory, and health disabilities: An introduction*. Columbus, Ohio: Merrill.

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*. (2nd ed) Baltimore, MD; Paul H. Brooks.

2. Summary of Proposed Changes

The prerequisites for this course are being changed. Current prerequisites are: Successful completion of Step I of the Three Step Process. The new prerequisites would be: Successful completion of Step I of The Three Step Process, a dual major in Disability Services, or a Minor in EDEX. Step I of the Three Step Process requires a 3.0 GPA, passing PRAXIS I Exam scores, a successful Professional Portfolio Review, and completion of a minimum of 48 credits. Within the 48 credits there must be six credits of mathematics, six credits of English, COMM 103 or equivalent and EDSP 102 all passed with a grade of “C” or better. There would be no change in the prerequisites for the graduate version of this course EDEX 518.

Course objectives have been modified to come into alignment with PDE & CEC standards. The PDE and CEC standards corresponding with course objectives have been parenthetically added to each objective along with the inclusion of a standards matrix.

3. Justification for the Revision

Incorporating Step I of the Three Step Process into the prerequisites for our 400 Level courses will Provide two important benefits. First, it will make entry into those courses more selective. This will assist in enrollment management for a group of courses that are used as curricular options for several graduate and undergraduate programs. Second, it will serve as a mid-point evaluation of teacher education candidate competence in which a thorough review of the candidates general and specific knowledge bases, skills, and dispositions can be assessed and decisions regarding the candidates potential to continue or discontinue his/her field of study.

Third, adding the statements, a dual major in Disability Services, or a Minor in EDEX, will allow all Sociology students selecting the dual major or minor option of their new curriculum as well as all students from other Colleges selecting the EDEX minor to also gain admission to the course.

4. Old Syllabus of Record

I. CATALOG DESCRIPTION

EX 418/518 EDUCATION OF PERSONS WITH PHYSICAL OR MULTIPLE DISABILITIES

3 s.h.

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.

II. COURSE OBJECTIVES

This course is designed to develop:

1. knowledge and understanding of definitions, terminology, and the identification process;
2. 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;
3. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, PL 99-457, PL 101-476, Section 504, and the Americans with Disabilities Act;
4. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
5. knowledge and understanding of current issues and trends;
6. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery;
7. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, self-contained, and transition;
8. knowledge and understanding of therapeutic management of sensorimotor and physical disabilities;
9. knowledge and understanding of avenues to physical participation;
10. knowledge and understanding of collaborative consultation with professionals and parents;
11. knowledge and skill in using computer software, alternate programming, and current technology;
12. skill in applying formal and informal assessment data to guide instructional decision-making.

III. COURSE OUTLINE

A. Definitions and Terminology

B. Characteristics of Conditions Resulting in Physical Disabilities

C. Historical Perspectives

D. Service Delivery Models

1. Integrated placement model
2. Segregated placement model

E. Theoretical Perspectives: Concepts and Implications

1. Classification, etiological and descriptive research, and educational approaches
2. Integration issues

G. Medical Aspects

H. Research and Issues in Assessment Procedures

1. Types of measures
2. Educational relevance of assessment measures
3. Technical adequacy and usefulness
4. Biasing factors, including concerns regarding students from multi-culturally and linguistically diverse backgrounds

I. Learning Characteristics: Preschool through Adult

1. Academic skills
2. Social and emotional aspects
3. Career/vocational implications
4. Special health care needs

J. Principles of Academic Remediation and Program effectiveness

1. Prescriptive teaching
2. Life management skills
3. Communication skills
4. Physical and motor skills
5. Linguistically and culturally diverse students
6. Use of technology to enhance instruction

K. Collaborative Consultation and Teamwork

1. General educators and other agency personnel
2. Parents

IV. PRE-PRACTICUM FIELD EXPERIENCES FOR GRADUATE STUDENTS

The graduate-level version of this course is designed primarily for students seeking post-baccalaureate certification.

The graduate student is required to spend a total of 20 hours of participation in a setting serving students with physical and/or multiple disabilities. The field experience may be completed prior to or concurrent with course enrollment, as long as all participation hours are completed by the midterm point in the course. Students are expected to provide written and oral accounts of their experiences according to instructor guidelines and departmental policy governing pre-student teaching experiences.

V. COURSE REQUIREMENTS

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

Completion of assigned readings in text and selected journals.

Participation in class discussion and/or activities.

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

Course Project - Each student will design a specific instructional program or adaptive skill program that could be used in educating an individual with physical or multiple disability. The plan should include: objective/purpose, procedures for use of the plan, application of the plan and methods for evaluating the plans effectiveness. 100 points.

Journal Critiques - Each student will complete critiques/analysis of five articles from professional journals. The critique must address a variety of topics discussed during the course (no two articles can address the same topic). Each critique/analysis must be 2-3 pages in length. 20 points each (100 points total).

GRADUATE STUDENTS ONLY:

Field Experience - See item IV Pre-Practicum Field Experience for Graduate Students for detailed description of assignment.

Literature Review Paper - Each student will complete a 5-7 page literature review paper on a topic directly related to course content. The paper must include at least five references that are no more than 5 years old. Topics must be approved by the course instructor.

VI. EVALUATION METHODS

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

		Undergraduate	Graduate
A = 90-100%	Exams	50%	25%
B = 80-89%	Course Project	25%	15%
C = 70-79%	Journal Critique	25%	0%
D = 60-69%	Field Experience		25%
F = 59% or below	Literature Review		25%

*No "D" grade is recognized in IUP graduate work.

VII. REQUIRED TEXTS

Bigge, J. L. (1991). Teaching individuals with physical and multiple disabilities. New York: Merrill.

VIII. BIBLIOGRAPHY

Batshaw, M. L., & Perret, Y. M. (1986). Children with handicaps: A medical primer. Baltimore: Paul Brookes.

Bleck, E. E., & Nagel, D. A. (1982). Physically handicapped children: A medical atlas for teachers. Boston: Allyn & Bacon.

Church, G., & Glennen, S. (1991). The handbook of assistive technology. San Diego: Singular Publishing.

Fraser, B. A., & Hensinger, R. (1983). Managing physical handicaps. Baltimore: Paul H. Brookes.

Goossens, C., & Crain, S. (1986). Augmentative communication: Intervention resource. Wauconda, IL: Don Johnston Developmental Equipment.

Hardy, J. C. (1983). Cerebral Palsy. Englewood Cliffs, NJ: Prentice Hall.

Henderson, G., & Bryan, W. V. (1984). Psychosocial aspects of disability. Springfield: Charles C. Thomas.

Hilgartner, M. (1989). Hemophilia in the child and adult. New York: Raven Press.

Holliday, P. (1989). Special needs in ordinary schools: Children with physical disabilities. London: Carrell Education Ltd.

McLone, D. (1984). An introduction to spina bifida. Chicago: Northwestern University.

Umbreit, J. (1983). Physical disabilities and health impairments: An introduction. Columbus, Merrill.

Urbano, M. T. (1992). Preschool children with special health care needs. San Diego: Singular Publishing.

Wehman, P., Wood, W., Everson, J. M., Goodwin, R., & Conley, S. (1988). Vocational education for multihandicapped youth with cerebral palsy. Baltimore, MD: Paul H. Brookes Publishing Co.