

UWUCC Apr 4/5/06 Senate Info 4/26/05 04-57

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

### Existing and Special Topics Course

Course: EDEX 417 – Education of Persons with Mental Retardation or Developmental Disabilities

Instructor of Record: Joseph E. Nolan \_\_\_\_\_ phone: 7-7777 \_\_\_\_\_ e-mail: jnolan@iup.edu\_

#### Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? ☒ Yes ☐ No
2. Will the technology serve as a suitable substitute for the traditional classroom? ☒ Yes ☐ No
3. Are there suitable opportunities for interaction between the instructor and student? ☒ Yes ☐ No
4. a. Will there be suitable methods used to evaluate student achievement? ☒ Yes ☐ No  
b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty) ☒ Yes ☐ No

#### 5. Recommendation:

☒ Positive (The objectives of the course can be met via distance education.)

☐ Negative

Joseph Demarade 2/25/05  
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

#### Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

☒ Positive recommendation

☐ Negative recommendation

Gail S. Sechiest 4/5/05  
signature of committee chair date

Delay in waiting for revisions and due to busy UWUCC agenda

Forward this form to the Provost within 24 calendar days after review by committee.

#### Step Three: Provost

☒ Approved as distance education course

☐ Rejected as distance education course

Mark Plutz 4/6/05  
signature of Provost date

#### Step Four:

*Distance*  
**COURSE SYLLABUS**

- COURSE TITLE:** EDEX 417 - Education of Persons with Mental Retardation and Developmental Disabilities
- TERM:** Fall Semester, 2005
- LOCATION:** Online
- TIME:** TBA
- INSTRUCTOR:** Joe Nolan, Ph.D.  
jnolan@iup.edu
- OFFICE:** 234 Davis Hall  
357-7777  
<http://www.iup.edu/special-ed/faculty/nolan.shtml>  
**Hours:** TBA  
Other times by appointment.
- TEXT:** Wehmeyer, M.L. (2002). *Teaching Students with Mental Retardation: Providing Access to the General Curriculum*. Brookes Publishing.
- COURSE DESCRIPTION:** 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**
  - 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**
  - 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**
  - D. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions; **Chapter 354: I.C, I.D, I.E**
  - E. knowledge and understanding of current issues and trends; **Chapter 354: I.A, I.B, I.C, I.F; III.A**
  - F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery; **Chapter 354: I.B, I.F**
  - 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.D, II.C, II.D, II.F**

- 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**
- I. knowledge and understanding of designing individual and classroom behavior management plans; **Chapter 354: II.A, II.B, II.C, II.D, II.E**
- J. knowledge and understanding of collaborative consultation with professionals and parents; **Chapter 354: II.A, II.G**
- K. knowledge and skill in using computer software, alternate programming, assistive technology, and other current technology to enhance learning outcomes; **Chapter 354: I.J**
- 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**

- REQUIREMENTS:**
- 1). Complete course readings.
  - 2). Participate in group threaded discussions.
  - 3). Complete Community Based Instruction Projects.
  - 4). Complete all assignments.

**ATTENDANCE  
POLICY:**

Although there is no formal attendance policy for this class, as it is self paced. All students are expected to submit their assignments on time. If illness or family emergency makes timely submission of assignments impossible, you are advised to provide documentation to me as soon as possible and make arrangements for new completion deadlines.

**ASSIGNMENTS:** See Web CT site for detailed assignment descriptions.

**GRADES:** Points will be accumulated during the semester from the online exercises, midterm and final projects; and group activity:

|                              |       |
|------------------------------|-------|
| Group projects (3 x 50 each) | = 150 |
| Learning Styles Inventory    | = 50  |
| Threaded Discussions         | = 100 |
| Midterm Project              | = 100 |
| Final Paper                  | = 100 |
| Total=                       | 500   |

|           |   |             |
|-----------|---|-------------|
| 93 - 100% | A | 463 - 500   |
| 85 - 92%  | B | 423 - 462   |
| 77 - 84%  | C | 383 - 422   |
| 69 - 76%  | D | 343 - 382   |
| 0 - 68%   | F | 342 & Below |

**AMERICANS WITH DISABILITIES ACT ACCOMMODATIONS** – The instructor is proactive in providing reasonable accommodations in accordance with the ADA. If you have (or think you have) a disability for which you need certain affordances in the delivery of material, testing accommodations, physical environment, or other course modification or assistive technology, please contact Disability Services and the instructor not later than the second week of the semester.

## COURSE SYLLABUS

- COURSE TITLE: EX. 417/517 - Education of Persons with Mental Retardation and Developmental Disabilities
- TERM: Spring Semester, 2005
- LOCATION: 404 Davis Hall
- TIME: T – 6pm-9pm
- INSTRUCTOR: Joe Nolan, Ph.D.  
jnolan@iup.edu
- OFFICE: 234 Davis Hall  
357-7777  
<http://www.iup.edu/special-ed/faculty/nolan.shtml>  
Hours: Mondays 5-6pm Tuesdays 4-6pm, Wednesdays 4-6:00pm  
Other times by appointment.
- TEXT: Wehmeyer, M.L. (2002). *Teaching Students with Mental Retardation: Providing Access to the General Curriculum*. Brookes Publishing.
- COURSE DESCRIPTION: 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**
  - 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**
  - 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**
  - D. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions; **Chapter 354: I.C, I.D, I.E**
  - E. knowledge and understanding of current issues and trends; **Chapter 354: I.A, I.B, I.C, I.F; III.A**
  - F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery; **Chapter 354: I.B, I.F**
  - 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.D, II.C, II.D, II.F**

- 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**
- I. knowledge and understanding of designing individual and classroom behavior management plans; **Chapter 354: II.A, II.B, II.C, II.D, II.E**
- J. knowledge and understanding of collaborative consultation with professionals and parents; **Chapter 354: II.A, II.G**
- K. knowledge and skill in using computer software, alternate programming, assistive technology, and other current technology to enhance learning outcomes; **Chapter 354: I.J**
- 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**

#### 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 or if it is for a recognized university function.

#### 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)

#### ASSIGNMENTS:

See Web CT site for assignment descriptions.

#### GRADES:

Points will be accumulated during the semester from the online exercises, midterm and final projects; and group activity. The midterm project will be worth 150 points. The final project will be worth 150 points and the remaining points scored as follows:

Group projects (3 x 50 each) = 150  
 Threaded Discussion = 50  
 Reflective Paper = 50 (Graduate Only)  
 PASA Presentation = 50 (Graduate Only)  
 Total= 500 Undergraduate 600 Graduate

|           |   | Undergrad | Graduate |
|-----------|---|-----------|----------|
| 93 - 100% | A | 463 - 500 | 561-600  |
| 85 - 92%  | B | 423 - 462 | 521-560  |

|          |   |             |         |
|----------|---|-------------|---------|
| 77 - 84% | C | 383 - 422   | 481-520 |
| 69 - 76% | D | 343 - 382   | ---     |
| 0 - 68%  | F | 342 & Below | < 481   |

Tentative Outline and Schedule:

1/11 – Course Administration, Introduction.  
1/18 – Chapter 1 – Understanding MR: A functional Model, Chapter 2 – Curriculum Decision Making and Educational Supports  
1/25 – Chapter 3 – Conceptualizing Access to the General Curriculum, Chapter 4 – Achieving Access to the General Curriculum.  
2/01 – Chapter 5 – Person-Centered and Student-Directed Planning, Chapter 12- Teaching Functional Academic Content.  
2/08- Chapter 6- Program Evaluation: Empowerment Evaluation and Personal Outcomes. Chapter 13- The Emergent Self: Sexuality and Social Inclusion.  
2/15 – Chapter 7 – Creating Learning Communities for all students. Chapter 14 Community Based Instruction  
2/22 – **No class** – Community Accessibility Project (**GROUP 1 RIDES INDIGO**) (**BOWLING NITE – GROUP 2**) (**GROUP 3 FAST FOOD NITE**)  
3/01-- Chapter 8 – Designing Educational Supports: Instructional Decision Making. Chapter 15 – Self-Determination: Curriculum augmentation and Student Involvement. (midterm project due)  
3/08 **SPRING BREAK – NO CLASS**  
3/15 - Chapter 9 – Teaching strategies that work in inclusive classrooms  
3/22 - Chapter 10 – Establishing Equal Home-School Partnerships: Parental and Family Involvement in Education. (**GET A JOB NIGHT**)  
3/29 – **A NIGHT IN WALLY WORLD (no class) (MEET IN MCDONALDS AT WALLYWORLD)**  
4/05 - Chapter 11- Positive Behavioral Supports and Classroom Management (**PASA presentation-GRAD STUDENTS**)  
4/12- Chapter 16 – Technology and Students with Mental Retardation  
4/19- – **PAY THE BILLS NIGHT**  
4/26 - **PIZZA NIGHT**  
5/03 – **FINAL ACTIVITY**

**AMERICANS WITH DISABILITIES ACT ACCOMMODATIONS** – The instructor is proactive in providing reasonable accommodations in accordance with the ADA. If you have (or think you have) a disability for which you need certain affordances in the delivery of material, testing accommodations, physical environment ,or other course modification, please contact Disability Services and the instructor not later than the second class session.

Both the PowerPoint and midterm assignment link to the following objective:

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

Explanation- Chapter 12 is the PowerPoint module on functional academics.

**Assignment: EDEX 417 Midterm project**

**Assignment Information**

**Maximum grade: 150**

**Due date:**

**Instructions:** Our student, David, lived at home all his life. He always had his food given to him or purchased for him. He is now getting his own apartment and will be living on his own. He does not know how to cook, or even more seriously, what to cook. Prepare a guide for David listing for him things that he can eat cold, things that he has to cook before eating (even if he can eat them cold later). Further prepare a 7 day menu with recipes for breakfast, lunch and dinner.

**Assignment files:** None

# Chapter 12

## Teaching Functional Academic Content

1

### What are functional academics?

- Personal finances
- Applied money concepts
- Applied time concepts
- Community mobility and access
- Household management
- Interacting with local government and community agencies
- Grooming and self care
- Engagement in leisure activities
- Health and safety
- Career and job preparation

2

## Personal Finances

- Budgeting
- Keeping a checkbook
- Endorsing and depositing paychecks
- Using ATM machines
- Communicating with tellers.
- Concrete manipulatives – hand held calculator, Literacy comprehension (numbers, dates, signature), Teller and Manager's roles.

3

## Applied money concepts

- Selecting appropriate denomination of currency when making purchases.
- Recognizing an appropriate amount of change
- Using a vending machine
- Ordering and paying for meals
- Buying food, clothes, and supplies
- Interacting with clerks.

4

## Applied money concepts (cont'd) -cautions

- Use real money (not play money)
- Determine denominations for mastery.
- Are coins necessary?
- ATM cards and checks in lieu of cash?

5

## Applied Time Concepts

- Adults must meet demands of daily sequences of events, the attachment of specific times to such sequences, and punctuality.
- Reading clock hands and digitals.
- Should begin in preschool.

6

## Community Mobility and Access

- Urban areas – buses, cabs and trains.
- Less urban – mobility is more difficult and teachers, transition, and rehab specialists and others must help arrange proper mobility supports.
- Community based Instructional Integration.
- Applying math skills to purchases by establishing teams of disabled and nondisabled students. (to learn realities of sales tax and/or sale prices).

7

## Household Management

- Discuss consequences.
- Components on campus
- Apartment

8

## Interacting with Local Government and Community Agencies

- Social Security, Medicare, taxes, utilities.
- Non profits
- Use of advocates or sponsors
- Can be part of local governance curriculum.

9

## Grooming and Self Care

- Bathing, Dressing, managing hair, treating minor ailments.
- Weather and color coordination when dressing.
- Introduce a functional sight word vocabulary as early as possible.

10

## Engagement in Leisure Activities

- Fee for access
- Behavioral responses
- Social interaction
- Communication skills
- Comprehension of selected community referenced words.

11

## Career and Job Preparation

- Should begin in elementary grades.
- Work habits, job identification, work attitudes
- Searching newspaper ads and job announcements
- Making and application, interviewing
- Adapting to changes, promotions.
- Standard daily problems.

12

## Health and Safety

- Wearing seat belts
- Using cross walks
- Safety signs
- Using health services.

13

## Ecological Analysis

- Involves the identification of environments, their subenvironments and the specific demands entailed therein.
- Community Assessment assignment.

14

## Determining what functional content to teach

- Can we increase the number of environments?
- Will the skill maximize independence?
- Is the skill chronologically age appropriate?
- Are there sufficient opportunities for practice in relevant environments and subenvironments?
- Do parents and family members consider the skill appropriate?
- Will the skill enhance physical well being?
- Will the skill enhance social status?
- Is there a sufficient probability that the skill can be acquired?

15

04-57

**Gail Sechrist**

---

**From:** "Joseph E Nolan" <jnolan@iup.edu>  
**To:** "Gail Sechrist" <gailsech@iup.edu>  
**Sent:** Tuesday, March 15, 2005 9:00 PM  
**Subject:** Re: EDEX 417 DE Proposal

Gail,

These questions with the exception of possibly number 5, could have been answered had I attended the meeting (an option that I didn't know I had). I will answer the others now and correct the syllabus to reflect the topics. Do I need to attend the next meeting in order to more clearly explain?

JN

>

> 1) Is the distance education course only going to be 400 level or  
 >will it be dual level? If it is to be offered dual level obviously  
 >the Graduate Committee also needs to see the proposal.

It is dual level and the Graduate Committee received a separate proposal for EDEX 517 concurrent with this proposal.

>

> 2) Are the community accessibility projects the same as the field  
 >experiences?

No. Field experiences are required by the graduate students. They must do an additional 20 hours. Perhaps that should have been deleted from the 417 syllabus. I will look at it again.

>

> 3) Please explain how assignments will be accomplished?

> Such as how will group projects be managed and evaluated?

Is this necessary for a syllabus? It is currently on the web ct site.

>

> 4) For the power points is this all the students will get? Is there  
 >a voice over with it? How do students respond to the questions in  
 >the power points for example?

In some cases there will be powerpoints with voice over, in some digital movie files, Others will contain hyperlinks to explanatory information. You asked for a sample module, not the entire course.

>

> 5) Why is there no outline of topics for the distance education  
 >syllabus? See above

>

> 6) The committee noted a contradiction. You state that the course  
 >is self-paced, but they must submit assignments on time.

This means the students can finish ahead of the deadline, but must be finished by the due dates.

>