

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-56c	R 3-1-11 APP 3/29/11	App-4/19/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Joseph Domaracki	Email Address jwdomara@iup.edu
Proposing Department/Unit Special Education and Clinical Services	Phone X72456

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 & Prerequisite Change ___ Catalog Description Change

<u>Current</u> Course prefix, number and full title EDEX 111 Introduction to Exceptional Persons	<u>Proposed</u> course prefix, number and full title, if changing EDEX 110 Introduction to Special Needs Pre-K Grade 8
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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 ___ Other
 ___ New Minor Program ___ New Track ___ Catalog Description Change ___ Program Revision

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	11-15-10
Department Chair(s)	<i>Joseph Domaracki</i>	11-15-10
College Curriculum Committee Chair	<i>Joseph Domaracki TECC</i>	1-25-11
College Dean	<i>Mary Ann Rafferty COE-ET</i>	1-25-11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	3-29-11

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Part II. Description of Curriculum Change

1. New Syllabus of Record

I. CATALOG DESCRIPTION

EDEX 110 Introduction to Special Needs Pre-K to Grade 8

3c-01-3cr

COURSE DESCRIPTION

Prerequisite: ESCP Majors Only

Surveys characteristics, needs, problems and behavior patterns of any child who deviates sufficiently from typical to be considered disabled or at risk for disability. Consideration to children who fall intellectually both above and below average, those who are disabled visually, acoustically, behaviorally, orthopedically, neurologically, or in respect to speech patterns. Focuses on children from birth to adolescence.

II. REQUIRED TEXTBOOKS

The following text is required for the course, and is available at the IUP Bookstore or online. In addition, students will be required to access the link below to take chapter quizzes.

Gargiulo, R.M. (2009). *Special education in contemporary society* (3rd ed.). Los Angeles, CA: Sage Publications, Inc.

<http://www.sagepub.com/gargiulo3estudy/index.htm>

III. COURSE OBJECTIVES

The student will demonstrate, through discussion and formal and informal activities and evaluation that he/she has developed:

1. knowledge of the history of special education from early history to the present;
2. knowledge of litigation and legislation that led to the passage of the Individuals with Disabilities Education Act (IDEA) and Part C- Early Intervention and Pre-School;
3. knowledge and understanding of the requirements of IDEA, including general knowledge of IFSP s, IEPs, early intervention service delivery, pre-school and school based service delivery models, referral and assessment procedures and inclusive practices ;
4. knowledge and understanding of the requirements of Section 504 and the Americans with Disabilities Act (ADA);
5. knowledge of the characteristics and etiology of each exceptionality area;
6. demonstrate sensitivity for children with disabilities who come from culturally and linguistically diverse backgrounds;
7. demonstrate awareness of the feelings and role of parents of children with disabilities from birth through adolescence;

8. recognition of the importance of early intervention, pre-school and transition to school along with knowledge of the types of programs available;
9. demonstrate an understanding of the impact of technology and assistive devices on the field of special education and learning outcomes;
10. knowledge of the assessment of infants, toddlers and children with disabilities and the implications for cultural and linguistically diverse individuals;
11. demonstrate awareness of the different advocacy and professional organizations that address the needs of infants, toddlers and children with a variety of disabilities.

Course Objective	College Conceptual Framework /Danielson	INTASC Standard/Principle	NCATE / NAEYC / CEC Blended Program Standard	Course Assessment Measuring Objective
1	1a	Principle 1 & 7	CEC: Standard 1	Reflective Writing Exam 1
2	1a	Principle 1 & 7	CEC Standard 1 & 2	Reflective Writing Exam 1
3	1a	Principle 1 & 7	CEC: Standard 1	Reflective Writing Exam 1
4	1a	Principle 1 & 7	CEC: Standard 1	Reflective Writing Exam 1
5	1b	Principle 2,3,7 & 8	CEC: Standard 2 & 3	Reflective Writing Exam 1 Exam 2
6	1b & 3c	Principle 2,3,4,5,6,7,& 8	CEC: Standard 2 NAEYC: Standard 1	Reflective Writing Exam 1
7	1b & 4c	Principle 2,7,& 8	CEC: Standard 8 NAEYC: Standard 2	Reflective Writing Exam 3
8	1b, e	Principle 2,3,4,5,7 & 8	CEC: Standard 8 NAEYC: Standard 3	Reflective Writing Exam 3 Final Exam
9	1b	Principle 2,3,7 & 8	CEC: Standard 5 & 7 NAEYC: Standard 3	Reflective Writing Exam 3
10	1f	Principle 2 & 8	CEC: Standard 6 & 7 NAEYC: Standard 3	Reflective Writing Exam 2 Exam 3
11	4d,e	Principle 4	CEC: Standard 9 NAEYC: Standard 5	Reflective Writing Final Exam

IV. COURSE OUTLINE

Class Session Date	In-class Topic and Activities and Assignments due	Preparation Before Class
Weeks 1-2	<ul style="list-style-type: none"> • Welcome • Overview of syllabus, policies and assignments <p style="text-align: center;">Special Education in Context Policies, Practices, and Programs</p> <p>Focus Questions: When is special education needed? If categorical labels do not help a teacher decide what and how to teach, why are they used so frequently? Why have court cases and federal legislation been required to ensure that children with disabilities receive an appropriate education? Why must the planning and provision of special education be so carefully sequence and evaluated? Why is collaboration so critical to the effectiveness of special education? What is an IFSP and IEP and how should its quality be judged? Is the least restrictive environment always the regular classroom?</p> <ul style="list-style-type: none"> ❖ Students are encouraged to explore websites regarding special education issues throughout the course. One essential website that all students must become familiar with is PATTAN.k12.pa.us 	Read Chapters 1 & 2
Week 3	<p style="text-align: center;">Cultural and Linguistic Diversity and Exceptionality</p> <p>Focus Questions: Why are cultural and linguistically diverse students disproportionately represented in special education? What initial steps can a teacher take to become culturally responsive? How should assessment, curriculum, and instructional methods differ for students from culturally or linguistically different backgrounds?</p>	Read Chapter 3
Week 4	<p style="text-align: center;">Parents & Families & Exceptionalities</p> <p>Focus Questions: What can educators learn from the parents and families of students with disabilities? In what ways does a child with disabilities impact the family role of parenting? How can an educator who is not him/herself the parent of a child with a disability communicate effectively and meaningfully with parents of exceptional children?</p> <ul style="list-style-type: none"> ❖ Students are encouraged to investigate parent information websites and if possible, communicate directly with families of children and youth with disabilities. Questions to ask will be reviewed in class. 	Read Chapter 4
Week 5	<p style="text-align: center;">Individuals with Learning Disabilities</p> <p>Focus Questions: Why has the concept of learning disabilities proven so difficult to define? Do most children who are identified as learning disabled have a “true” disability or are they low achievers? What are the most important skills for an elementary student with learning disabilities to master?</p>	Read Chapter 6

Weeks 6&7	<p style="text-align: center;">Communication Disorders and Autism</p> <p>Focus Questions: How can a true communication disorder be differentiated from a communication difference? What are communication patterns common to children with autism? What are the most important functions of augmentative and alternative communication?</p>	<p>Read Chapters 9&10</p> <p><u>Mid-term Exam</u> <u>Chapters 1-4 and 6</u></p>
Week 8	<p style="text-align: center;">Emotional & Behavioral Disorders</p> <p>Focus Questions: Why should a child who behaves inappropriately be considered disabled? Who is more severely disabled: the acting-out, antisocial child or the withdrawn child? How are behavior problems and academic performance interrelated? What are the most important skills for teachers of students with emotional and behavioral disorders?</p>	Read Chapter 8
Week 9 & 10	<p style="text-align: center;">Mental Retardation/Low Incident Disabilities</p> <p>Focus Questions: Why has the definition of mental retardation changed so much over the years? What should a curriculum for students with mental retardation emphasize? Is inclusion a good thing for every child with mental retardation? How can environmental supports, the principle of normalization, and self-determination interact to influence successful functioning in the community?</p> <p>Focus Questions: Why is a curriculum based on typical developmental stages inappropriate for children with severe disabilities? For what reasons is it especially critical to select functional, age-appropriate curriculum objectives for children with severe disabilities? What are the benefits for children with severe disabilities who are educated in general integrated settings? What are the potential disadvantages? What benefits might children who are not disabled experience from the inclusion of peers with severe disabilities in the pre-school and general education classroom?</p>	Read Chapters 5&13
Week 11	<p style="text-align: center;">Hearing Loss, Blindness and Low Vision</p> <p>Focus Questions: In what important ways do the child who is deaf and the child who is hard of hearing differ? How do members of the Deaf Culture view hearing loss? How does the age at which vision is lost affect the student? What compensatory skills do children with visual impairment need? How do the educational goals and instructional methods for children with low vision differ from those of children who are blind?</p>	Read Chapters 11&12
Week 12	<p style="text-align: center;">Attention Deficit/Hyperactivity Disorder Traumatic Brain Injury</p> <p>Focus Questions: How are children with AD/HD typically served in the classroom setting? What is the role of school professionals in the ongoing management of AD/HD? How do children with traumatic brain injury differ from other children with disabilities?</p>	Read Chapters 7 &13

Week 13	<p style="text-align: center;">Gifted and Talented</p> <p>Focus Questions: Why do children who are very bright need specialized education? How has the evolving definition of giftedness changed the ways in which children are identified and served? Should gifted children be education with their same-age peers or with older children who share the same intellectual and academic talents and interests? How can pre-school & general education classroom teachers provide instruction at the pace and depth needed by gifted and talented children while at the same time meeting the needs of other children in the classroom?</p>	<p style="text-align: center;">Read Chapter 14</p> <p style="text-align: center;"><u><i>Scrapbook and Reflection Papers are due.</i></u></p>
Week 14	<p style="text-align: center;">Course Project Presentations</p> <ul style="list-style-type: none"> ❖ Additional readings and handouts will be provided throughout the course. ❖ Review for Final - Chapters 5 and 7-14 	
Week 15	<p>FINAL EXAM AS SCHEDULED</p>	

STUDENTS WITH SPECIAL LEARNING CIRCUMSTANCES AND ACCOMMODATIONS

Please advise me immediately of any special learning circumstances or necessary accommodations that you may need.

V. COURSE POLICIES

Attendance

- Class attendance is important and expected. Students are expected to be punctual and to remain for the entire class.
- In accordance with University policy, three (3) *excused* absences will be accepted provided the student notifies the professor by e-mail or phone prior to or immediately after the missed class. Failure to notify will be considered unexcused. After three (3) unexcused absences the student’s grade will be decreased by one letter grade. If you must miss a class or a portion of a class, be sure to have another student pick up an extra set of handouts and review someone’s notes to see what was covered. You will be held accountable for the material covered during your absence.
- **Anticipated Class Absence for University Representation and Participation:** “In seeking variance, the student must take the initiative to make all arrangements including validation of participation as needed. The student should generally assume that papers and such assignments should be completed and submitted before the anticipated class absence. Alternate arrangements for tests, quizzes, labs, or class participation activity (panels, simulations, presentations) should be sought sufficiently in advance to permit faculty/student agreement on the plan for completion, whether the actual completion is rescheduled to be prior to or subsequent to the anticipated absence.”
<http://www.iup.edu/registrar/catalog/acapolicy/index.shtm#Undergraduate%20Course%20Attendance%20Policy>

In accordance with IUP’s University Representation and Participation policy, you are responsible to notify the instructor PRIOR to the absence with the appropriate formal paperwork. Failure to do this prior to the absence will result in an unexcused absence.

If you must miss a class or a portion of a class, be sure to have another student pick up an extra set of

handouts and review someone's notes to see what was covered. You will be held accountable for the material covered during your absence.

Academic Integrity

- Plagiarizing observations, assessment tools, papers, cooperative learning activities, Journal summaries, and oral presentations, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own will not be tolerated. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted *if they summarize or paraphrase in their own words* material from sources. All quoted material requires the acknowledgement of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment. All written work must be typed, double-spaced and follow the APA manual. ***Each case of intellectual theft will be reviewed individually, with a range of consequences that may include, but not limited to, receiving no credit for the assignment in question.***
This policy is clearly outlined in the IUP catalog.
The policy is located at: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>

Assignments

- **Due Dates**
Assignments are due at the beginning of class on the specified date in the specified format and location, unless other arrangements have been made with the instructor. Ten percent (10%) of the total points available for an assignment will be deducted for each weekday an assignment is late. This includes not handing in the assignments in the proper form or the appropriate location. ***NO*** assignment will be accepted after three calendar days past due date. Any changes in assignments and/or due dates will be made as a class or on an individual basis in the event of extenuating circumstances.
- **Written Assignments**
It is required and expected that all written assignments be typed and double spaced. In addition, as future teachers it is expected that you as teachers write in a professional manner. Therefore, written assignments should be carefully proofread and free of grammatical and spelling errors.

Cell phones and electronic devices

- ***All electronic devices*** must be turned off and put away in purses, backpacks etc. during class. If you are expecting an important (life or death circumstance) call, please notify me before class, set your phone to vibrate, and leave the room should you need to take the call. ***Absolutely no text messaging during class will be tolerated. You will be asked to leave the class.***

Learning Management System

- Students ***MUST*** access this course at the Learning Management System website
The course syllabus, Power Points for class, and all handouts will be posted on the Learning Management System for you to download and print (if you wish). In addition, you will be able to track your grades through the Learning Management System

E-mail

- All email to the Instructor **MUST** have the following in the subject area: (your last name and first initial) (course number and section) – and (pertinent information)
i.e. Smith, J. EDEX 111 002 quiz 1

VI. COURSE ASSIGNMENTS

Professional Rubric- 30 points

As future teachers, it is expected that students will exhibit the professional behaviors required of educators. This rubric outlines six of those dispositions each worth 5 points for a total of 30 points

Chapter quizzes – 140 points

Students will need to access the text website (see below) and complete the self quiz for each chapter.

These quizzes must be submitted to the instructor **PRIOR** to the start of the class in which that chapter will be covered. Because the quizzes may be taken multiple times and checked by the student, ten (10) points for each of the 14 chapters will be awarded if the quiz is submitted with a 100%. If it is submitted with less than a 100% five (5) points will be awarded. [.http://www.sagepub.com/gargiulo3estudy/index.htm](http://www.sagepub.com/gargiulo3estudy/index.htm)

Mid-term Exam – 50 points

A mid-term exam will be given on materials covered to this date.

Semester Long Child Profile -75 points

Students will be grouped into pairs or triads to develop a child profile. Students will begin by naming their child. Bi-weekly, information will be given about the child containing family, medical, school and other pertinent facts and circumstances as the child grows. With the information about the child students will also be provided with guiding questions to explore each week. This information will begin to “paint a picture” of the child. By the end of the semester students are to assemble a child profile and make a presentation of their child’s profile. ***A rubric will be provided for the grading of this project***

Reflection Paper - 25 points *KARS Assessment*

Based on the case study experience, **EACH** student will be required to write a reflection paper. Students are to respond with an in-depth reflection/reaction to raising a child with special needs and include the important lessons learned from this experience.

Paper should:

1. Be typed, double spaced with 1 inch margins
2. Include a cover sheet with name, title of the paper, student ID #, course name, section number, and the date

Final Exam– 50 points

A final exam will be given during finals week on materials covered from the mid-term on. This exam is NOT cumulative.

VII. COURSE EVALUATION

Points for the course are distributed in the following way:

Professional Rubric	30 points
Chapter quizzes	140 points
Case Study Scrapbook	75 points
Reflection paper	25 points
Mid -term exam	50 points
Final Exam	<u>50 points</u>
Total Points	370 points

Points will be converted to a percentage and applied to grades in the following manner:

92%-100%	A
84%-91%	B
76%-83%	C
66%-75%	D
Below 66%	F

VIII. BIBLIOGRAPHY

- Allen, K., & Cowdery, G. (2009). *The exceptional child: Inclusion in early childhood education* 6th ed. Clifton Park, NY: Thomson Delmar.
- Gargiulo, R., & Kilgo, J. (2011). *An introduction to young children with special needs birth through age eight*. 3rd ed. Belmont, CA: Wadsworth.
- Hallahan, D., Kauffman, J., & Pullen, P. (2009). *Exceptional learners: Introduction to special education* 11th ed. Columbus, OH: Merrill.
- Heward, W. (2009) *Exceptional children: An introduction to special education* 9th ed. Columbus, OH: Merrill.
- Howard, V., Williams, B., & Lepper, C. (2010). *Very young children with special needs* 4th ed. Boston, MA: Pearson.
- Rosenberg, M., Westling, D. & McLeskey, J. (2011). *Special education for today's teachers: An introduction* 2nd ed. Columbus, OH: Merrill.
- Smith, D., & Tyler, N. (2010). *Introduction to special education: Making a difference* 7th ed. Columbus, OH: Merrill.
- Turnbull, A., Turnbull, H., & Wehmeyer, M. (2010). *Exceptional lives: Special education in today's schools* 6th ed. Columbus, OH: Merrill.

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 one program within the College of Education and Educational Technology (COE-ET). It is required in the Major Sequences of the Early Childhood Special Education Program (ECSP).

- 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.

This course does not require changes in the content of existing courses or requirements for a program. It does, however, require that the published sequence of courses listed for the Early Childhood Special Education Program be modified to reflect the change from EDEX 111 to EDEX 110.

- 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).

No.

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

No.

- 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:

Univ. of Wisconsin –Milwaukee - EXEDU 630 Survey of Early Childhood

Intervention: Yong Children with Special Needs

California State Univ. - Fullerton Special - Ed 400 Early Childhood Special Education

- 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?

No, seats in these classes would not be available to students in graduate programs who may seeking appropriate electives.

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.

Faculty resources are not adequate. New faculty will be required to meet the demands of the new blended Early Childhood Special Education Program (ECSP). The Dean of the COE-ET and the Provost is aware of this need and to date a new FTE has been added to the Special Education faculty and a search is currently underway to hire another faculty member. These additional FTE will aid meeting the demands of the new program.

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 four (4) sections of this course every spring semester to accommodate the course sequence of the Early Childhood Special Education Program (ECSP).

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 30 -35 students 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