

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 92-35
Action: App
Date: 4/15/93
Senate App 5/4/93

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: EDUCATION OF EXCEPTIONAL PERSONS
Suggested 20 Character Course Title: EDUC OF EXCPT PERSONS
Department: Special Education and Clinical Services
Contact Person: Dr. Mary Beth Noll (x5677/2450, E-Mail MBN)

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals



Department Curriculum Committee



Department Chairperson



College Curriculum Committee



College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog:

to UWUCC: _____

PROPOSAL TO MODIFY
 THE UNDERGRADUATE CURRICULUM
 IN THE
 EDUCATION OF EXCEPTIONAL PERSONS PROGRAM
 DEPARTMENT OF SPECIAL EDUCATION AND CLINICAL SERVICES

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ONE YEAR WORKLOAD ESTIMATION - EDUCATION OF EXCEPTIONAL PERSONS PROGRAM - DEPARTMENT OF SPECIAL EDUCATION

Fall													TOT	TOT				
Name	CSE 1	Enroll	Wkld	CSE 2	Enroll	Wkld	CSE 3	Enroll	Wkld	CSE 4	Enroll	Wkld	CSE 5	Enroll	Wkld	Enroll	Wkld	
Dornacker	EX435	30		EX417/517	45		EX651	10		ED242	20		33	st.	2	12	107	11.53
Fiddler	EX222	35		EX220W	35		EX321	30		ED342	20		33	st.	3	16	123	12.13
Newell	EX111	45		EX111	45		3										90	9
Noll	EX340	30		EX440W	15		EX416/516	45		st	3		4	8			98	11.21
TBA	EX 300	50		EX300	50		EX650	25		SECT	180		3				705	12

Comments:
 Can supervise 13 student teachers/interns in the schools
 Have workload for a few 3 credit interns @ .125 per persons
 Two sections of EX 300
 One section of EX 650. Intro course for post bac certification and grad non majors (EX 300 grad equiv)

Spring													TOT	TOT				
Dornacker	EX653	10		EX415/515	45		EX418/518	45		ED242	20		33	st.	2	12	122	11.53
Fiddler	EX222	35		EX322	30		EX655	10		ED342	20		33	st.	2	12	97	11.53
Newell	EX111	45		st.	5		3										50	6
Noll	EX654	10		EX220W	35		EX440W	15		st.	3		4	8			68	11.81
TBA	EX425	30		EX419/519	45		SECT	180		EX300	50		3				305	12

Comments:
 Can supervise 17 student teachers/interns
 Have workload for a few 3 credit interns @ .125 per student
 One section of EX 300
 One section EX 415/515 Preschool Ed of Children with Disabilities

SUMMER													TOT	TOT			
EX481/581	3sh																
EX652	3sh																
EX650	3sh																
EX415/515	3sh																
EX417/517	3sh																
EX416/516	3sh																
EX300	3sh																
EX685	3-6sh																
Total	27 sh																

Comments:
 1. If we can serve up to 10 post bac interns in the summer, we should have no trouble providing classes for
 a. undergraduate Education of Exceptional majors (current enrollment levels)
 b. 10-12 post baccalaureate or MEd. certification students
 c. 10-12 MEd. students holding MPH certification
 2. If we have 10 post bac interns in the summer, we will need to discuss now we will assign workload for those internships.
 Currently, Joe receives 3 sh for supervising/teaching the summer extended school year. He can absorb 5 of those interns there
 We will need to figure out how we can provide a mild/moderate experience in the summer or absorb another 15 hours during the school year
 I can find 9 during the school year.

**Proposal to Modify the Undergraduate Curriculum
in the Division for the Education of Exceptional Persons**

EXPLANATION AND JUSTIFICATION

Changes in national, state, and local trends have led to the revision of the undergraduate program of the Division for the Education of Exceptional Persons. The revisions described in this proposal emanated from the professional and societal demands that reflect those trends. The purpose of the programs and the need for offering them have remained stable, although the pattern and emphases within them have been modified.

This proposal requests permission to revise the undergraduate program to reflect the trend in integrative services offered for children, youth, and adults with disabilities. The requested revisions do not affect the overall structure of the undergraduate program. Rather, the revisions are minor course changes that include: (a) addition of a behavior management course and a methods course in teaching individuals with severe-profound disabilities in order to provide the necessary specialized skills in these areas; (b) deletion of six courses and revision of one course in order to eliminate overlap in course offerings and enhance program integrity; and (c) course name and number changes in order to comply with federal policies and facilitate program organization.

Justification for Requested Undergraduate Revisions

Since the last revision of the undergraduate program, major changes have occurred in special education service delivery for children, youth, and adults with disabilities. Foremost among these changes have been initiatives that offer students with exceptionalities as much of their instruction in the mainstream of general education as possible. A critical component of effective teaching in integrated settings includes the mastery of behavior management skills. Because competency in this area is prerequisite to effective teaching of special education students in all educational settings in which they are served, a new course was developed for inclusion in the undergraduate curriculum.

Another change that affects course offerings in the undergraduate curriculum concerns service delivery in special subject areas. Previously, special areas such as music, art, and health and physical education were often taught by special educators in special education classroom settings. Hence, there was a need for special educators to develop skills in teaching the content of these special areas. Currently, students with exceptionalities receive instruction in these special areas in classes taught by teachers of music, art, and health and physical education. Consequently, special educators no longer have the need to develop the same level of teaching expertise in these

special areas. However, students will obtain rudimentary knowledge of teaching these skills through successful completion of the six required methods courses in the undergraduate program. This revision is in compliance with Pennsylvania Department of Education and NCATE standards, which do not require inclusion of music, art, or health/physical education courses in a preservice special education training program.

Although the curriculum revision allows increased focus on the movement to integrate service delivery models, it is noted that four major "characteristics" courses that address specific disability areas or categories continue to be included as required courses. These courses remain in the curriculum in order to (a) meet Pennsylvania comprehensive special education teacher certification requirements that qualify individuals to teach in all exceptionality areas and across all grade levels, and (b) allow students to qualify for teaching certificates in other states that adhere to categorical certification models. Previously, two of these courses were designated as dual-level courses; two were undergraduate courses. It is proposed that all four characteristics courses required for certification be revised to dual-level status in order to (a) more efficiently certify graduate students who already possess a general education teaching certificate and who wish to obtain special education certification, and (b) eliminate three courses in the graduate program with similar course objectives (courses in learning disabilities, mental retardation, and social/emotional maladjustment).

P.L. 101-476, The Individuals with Disabilities Education Act of 1990, has mandated that the term "handicapped" or "handicap" be eliminated. The program and course revisions reflect this mandate by deleting these terms and proposing course titles and descriptions that use terminology such as "disabled," "disabilities," or "exceptional." In addition to name changes reflecting federal policies, course number changes are requested that enhance program organization.

DEPARTMENT OF SPECIAL EDUCATION AND CLINICAL SERVICES

UNDERGRADUATE PROGRAMS

Clarice K. Reber, Chairperson; Bormann, Chapman, Domaracki, Fiddler, Marshak, Mease, Munro, Newell, Noll, Nowell, Shane, Stein, Turton, and professors emeriti M. Bahn, Morris, and Scanlon.

This department offers the degree of Bachelor of Science in Education in any one of four majors. Each of the four majors follows a prescribed sequence of courses. Students may elect to major in any one of the following fields: (a) Education of Exceptional Persons; (b) Speech Pathology and Audiology; (c) Education of the Hearing Impaired; and (d) Rehabilitation.

The following grade policy applies to all four undergraduate programs of study in the Department of Special Education and Clinical Services. Individual students may appeal any aspect of the policy by making a formal written request to the Department Appeals Committee.

1. No more than one "D" in major courses will be accepted toward graduation and certification.
2. No "D" is permitted in the final recorded grade in any of the following courses:
 - ED 421: Student Teaching
 - ED 441: Student Teaching
 - EH 308: Language for the Hearing Impaired
 - EX 425: Methods and Curriculum.
(Mild-Moderate Disabilities)
 - EX 435: Methods and Curriculum
(Severe-Profound Disabilities)
 - RH 322: Rehabilitation Case Study and Interpretation
 - RH 488: Field Training in Rehabilitation
 - RH 493: Field Training in Rehabilitation
 - SH 122: Phonetics
 - SH 320: Speech Clinic

A. Education of Exceptional Persons

Completion of the sequence of study in this major leads to Pennsylvania Department of Education special education certification (Mentally and/or Physically Disabled Certificate). Students will be prepared to teach persons with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional/behavioral disorders, physical disabilities, and multiple disabilities. Academic course work and field experiences are integrated within the course of study. The program also provides a foundation for pursuing additional study at the graduate level.

**BACHELOR OF SCIENCE IN EDUCATION
EDUCATION OF EXCEPTIONAL PERSONS**

Old Program

Liberal Studies: 54-55
As outlined in Liberal Studies section with the following specifications:
Mathematics: MA 151
Social Science: PC101
Natural Science: laboratory science required (SC105-106 recommended)
Liberal Studies electives:
no courses with EX prefix

COLLEGE: 27
Professional Education Sequence:
CM301 Tech for Learn & Instruct 3sh
ED242 Pre-Stud Teaching I 1sh
ED342 Pre-Stud Teaching II 1sh
ED421 Stud Tch (Mild-Mod) 6sh
ED441 Stud Tch (Sev-Prof) 6sh
ED442 School Law 1sh
EP202 Educational Psych 3sh
EP377 Educational Tests & Meas 3sh
FE202 American Educ Theory Prac 3sh

MAJOR: 45
Required Courses:
EX120 Intro to EX Persons 3sh
EX220 Typ & Atyp Growth/Dev 3sh
EX240 Tch Math for M/P/H 3sh
EX251 Meth Tch Reading 3sh
EX341 The Soc & Emot Maladj 3sh
EX343 Cont Area Subj M/P/H 3sh
EX353 Read & Lang Arts M/P/H 3sh
EX370 Assessment M/P/H 3sh
EX430 Phys Disab & Psych Handic 3sh
EX450 Meth & Curr Mild-Mod Handic 3sh
EX454 Brain Inj & Learn Disab 3sh
EX457 Sev & Prof Retard/Mult Dis 3sh
EX490 Ethic & Prof Responsib 1sh
SH254 Clsrm Mgt of Lang Dis 3sh
HP372 Health & PE Special Pop 2sh
AT330 Arts & Crafts M/P/H...OR
MU335 Music for M/P/H 3sh

TOTAL DEGREE REQUIREMENTS: 126-127

New Program

Liberal Studies: 54-55
As outlined in Liberal Studies section with the following specifications:
Mathematics: MA151
Social Science: PC101
Natural Science: laboratory science required (SC105-106 recommended)
Liberal Studies electives:
no courses with EX prefix

COLLEGE: 27
Professional Education Sequence:
CM301 Tech for Learn & Instruct 3sh
ED242 Pre-Stud Teaching I 1sh
ED342 Pre-Stud Teaching II 1sh
ED421 Stud Tch (Mild-Mod) 6sh
ED441 Stud Tch (Sev-Prof) 6sh
ED442 School Law 1sh
EP202 Educational Psych 3sh
EP377 Educational Tests & Meas 3sh
FE202 American Educ Theory Prac 3sh

MAJOR: 43
Required Courses:
EX111 Intro to EX Persons 3sh
EX112 Typ & Atyp Growth/Dev 3sh
EX221 Meth Tch Math/Disab 3sh
EX222 Meth Tch Read/Disab 3sh
EX321 Meth Tch LgArt/Disab 3sh
EX322 Meth Tch Cont/Disab 3sh
EX340 Intro to Behav Manag 3sh
EX416 Emot/Beh Disorders 3sh
EX417 MR/Dev Disab 3sh
EX418 Phys/Mult Disab 3sh
EX419 Brain Inj/LD 3sh
EX425 Meth & Curr/Mild-Mod 3sh
EX435 Meth & Curr/Sev-Prof 3sh
EX440 Eth & Prof Behav 1sh
SH254 Clsrm Mgt of Lang Dis 3sh

TOTAL DEGREE REQUIREMENTS: 124-125

SUMMARY OF CHANGES - UNDERGRADUATE CURRICULUM

(Suggested 20 character course titles are preceded by an asterisk)

A. Add New Courses:

1. EX 340: Introduction to Behavior Management in Special Education
*Intro to Behav Manag

A course specifically addressing behavior management and applied analytic procedures has previously not been offered. This course is critical in developing the entry-level skills necessary to teach students with challenging behaviors. This behavior management course provide an in-depth understanding of behavior management principles and strategies as they apply to specific special education populations served in various service delivery models.

2. EX 435: Methods and Curriculum (Severe-Profound Disabilities)
*Meth & Curr/Mild-Mod

Content in this course was previously embedded in a severe-profound characteristics course EX 457/557 Severe and Profound Retardation and Multiple Disabilities. Because of complex methodology and technology required to meet the extensive needs of this population, separation of this content from the characteristics course is necessary.

B. Delete Requirement from Major:

1. AT 330: Arts and Crafts for Mentally and/or Physically Handicapped
2. MU 335: Music for Mentally and/or Physically Handicapped
3. HP 372: Health and Physical Education for Special Populations

Current practices support deletion of these courses from our curriculum because students with exceptionalities currently receive instruction in these areas from teachers trained in the specific discipline. Currently, these courses are not required to meet the accreditation standards of the Pennsylvania Department of Education or NCATE.

C. Delete Courses:

1. EX 362: Psychology of Reading in Language Processing

This course was intended only for students in the undergraduate program in Speech Pathology and Audiology, while EX 251 Methods of Teaching Reading was offered only to students in Education of Exceptional Persons. In recent years, due to a dearth of faculty, only EX 362 was offered. Faculty in both undergraduate programs have decided that, in the future, students in both programs should be required to take a reading course that more specifically addresses teaching methodology. Hence, students will take EX 222 Methods of Teaching Reading to Persons with Disabilities (formerly EX 251); EX 362 will be deleted.

2. **EX 370: Assessment of the Mentally and/or Physically Handicapped**
Because of revisions in the undergraduate program of studies, it is possible to delete this course and streamline course offerings. Content previously covered in this course will be covered in two EX courses: (a) EX 425 Methods and Curriculum (Mild-Moderate Disabilities) and (b) EX 435 Methods and Curriculum (Severe-Profound Disabilities). Other pertinent information is already being covered in EP 377 Educational Tests and Measurements.

3. **EX 410: Seminar in Special Education**
Course content will be addressed in EX 480 Seminar in Special Education. This course has been incorrectly listed in the previous curriculum. A change in course number will allow compliance with University Senate policy, which restricts the use of the 480 course number for seminar courses.

D. Number Change and Course Description Change:

Number changes have been made to reflect proposed course sequencing. Minor course description changes have been made to comply with federal regulations and policies governing references to individuals with disabilities.

1. **EX 120 Introduction to Exceptional Persons to EX 111**
Introduction to Exceptional Persons
***Intro EX Persons**
2. **EX 220 Typical and Atypical Growth and Development to EX '112**
Typical and Atypical Growth and Development
***Typ & Atyp Grwth/Dev**
3. **EX 490 Ethical and Professional Behavior to**
EX 440 Ethical and Professional Behavior
***Eth & Prof Behav**

E. Name Change:

1. **EX 480 Selected Problems to EX 480 Seminar in Special Education**
This course has been incorrectly listed in the previous curriculum. A change in course name will allow compliance with University Senate policy, which restricts the use of the 480 course number for seminar courses.

F. Number Change, Name Change, Course Description Change, and Pre-Requisite Change:

Course titles for the following courses have been changed to reflect more accurately course content and to comply with federal regulations and policies. Course numbers have been changed to reflect course sequencing. Pre-requisite changes have been made in accordance with course sequencing and to enhance integration of course work.

1. **EX 240 Teaching Mathematics for the Mentally and/or Physically Handicapped to EX 221 Methods of Teaching Mathematics to Persons with Disabilities**
***Meth Tch Math/Disab**

2. EX 251 Methods of Teaching Reading to EX 222 Methods of Teaching Reading to Persons with Disabilities
*Meth Tch Read/Disab
 3. EX 343 Content Area Subjects for the Mentally and/or Physically Handicapped to EX 322 Methods of Teaching Content Area Subjects to Persons with Disabilities
*Meth Tch Cont/Disab
 4. EX 353 Reading and Other Language Arts for the Mentally and/or Physically Handicapped to EX 321 Methods of Teaching Language Arts to Persons with Disabilities
*Meth Tch LgArt/Disab
- G. **Course Revision, Including Number Change, Name Change, and Pre-Requisite Change:**
1. EX 450 Methods and Curriculum Planning for Mildly and Moderately Handicapped to EX 425 Methods and Curriculum (Mild-Moderate Disabilities)
*Meth & Curr/Mild-Mod

This course has been revised to include information previously covered in EX 370 Assessment of the Mentally and/or Physically Handicapped. Specifically, screening, prereferral, identification, and placement of students with mild-moderate disabilities will be included in course content. The course number has been changed to reflect course sequencing.

H. **Dual-Level Courses**

1. **Existing Dual-Level Courses**

- a. **Name Change, Number Change, and Course Description Change:**
The course title and description for the following course have been changed to reflect more accurately course content and to comply with federal regulations and policies governing references to individuals with disabilities. The course number has been changed to enhance program organization.

EX 464/564 Preschool Education of the Handicapped to EX 415/515 Preschool Education for Children with Disabilities
*Presch Educ/Disab

- b. **Name Change, Number Change, Course Description Change, and Pre-Requisite Change:**

The course title and description for the following course have been changed to reflect more accurately course content and to comply with federal regulations governing references to individuals with disabilities. The course number has been changed to enhance program organization.

EX 430/530 Physical Disabilities and Psychological Handicaps to EX 418/518 Education of Persons with Physical or Multiple Disabilities
*Phys/Mult Disab

- c. **Course Revision, Including Name Change, Number Change, and Pre-Requisite Change:**
 EX 457/557 Severe and Profound Retardation and Multiple Disabilities to EX 417/517 Education of Persons with Mental Retardation or Developmental Disabilities
 *MR/Dev Disab

EX 457\557 was previously offered as a dual-level course that was limited to the study of severe/profound characteristics and methodology. This course will retain a characteristics orientation, but will be more comprehensive in scope by including issues relevant to the education of persons with mild to profound retardation and other developmental disabilities. By changing course content, it is possible to delete one graduate-level course: EX 639 Psychology of the Mentally Retarded.

2. **Revision of Existing Undergraduate Courses to Dual-Level, including Name Change, Number Change, and Pre-Requisite Change:**
- a. EX 341 The Socially and Emotionally Maladjusted to EX 416/516 Education of Persons with Emotional or Behavioral Disorders
 *Emot/Beh Disorders
- b. EX 454 Teaching Brain Injured and Learning Disabled to EX 419/519 Education of Persons with Brain Injuries or Learning Disabilities
 *Brain Inj/LD

By creating two dual-level courses from EXISTING UNDERGRADUATE COURSES, it is possible to delete two graduate courses: (a) EX 665 Education of Children with Social and Emotional Maladjustments and (b) EX 666 Education of Children with Learning Disabilities. Currently, these courses are offered at both the undergraduate and graduate levels. Although the graduate courses were originally designed to be advanced, in-depth versions of the undergraduate courses, students from other departments who enrolled in the courses did not possess the same knowledge base as certified special education teachers who enrolled in the courses. Therefore, dual-level courses are proposed that will meet the needs of (a) undergraduate and graduate students seeking special education certification, and (b) undergraduate and graduate students who wish to acquire knowledge and understanding of children and youth with these disabilities.

Course names have been changed to comply with federal regulations and policies regarding references to individuals with disabilities. Course numbers have been changed to enhance program organization.

PLEASE NOTE:

Accompanying forms and syllabi are presented in the order in which they appear in this Summary of Changes document.

ACCREDITATION STANDARDS**Pennsylvania Department of Education****National Council for the Accreditation of Teacher Education**

The undergraduate and graduate programs in the Division for the Education of Exceptional Persons of the Department of Special Education and Clinical Services were developed in compliance with accreditation standards of both the Pennsylvania Department of Education (PDE) and the National Council for the Accreditation of Teacher Education (NCATE).

Education of Exceptional Persons undergraduate and graduate programs are focused on the learner, taught and guided by faculty who are committed to the preparation of quality teachers and who are competent in current knowledge and best practices in special education. Dedicated to their own professional growth, the faculty serve as role models, demonstrating professionalism, sensitivity to the needs of others, adaptability, effective communication, and critical thinking. The faculty present content to the learners through a process that leads to the development of content knowledge, skills, appropriate attitudes, and values. The curriculum integrates teaching and learning theories with field experiences, which are closely supervised according to structured guidelines.

The faculty believe that the education of learners with special needs may best be viewed as a shared responsibility of all educators. Consequently, undergraduate and graduate programs were developed in accordance with the proposition that special educators and regular educators alike should be taught to accommodate the diverse needs and wide-ranging abilities of students likely to be included in their classrooms.

The Pennsylvania Department of Education Mentally and/or Physically Handicapped Certificate qualifies individuals to teach students with a wide range of disabilities in a variety of service delivery models. Therefore, the Education of Exceptional Persons curriculum has been designed to prepare teachers who will work with students 3 to 21 years of age with mild to profound disabilities, including persons with mental retardation, learning disabilities, brain injuries, emotional/behavioral disorders, and physical disabilities.

Through the provision of programs that are in harmony with the preceding statements, the Division for the Education of Exceptional Persons of the Department of Special Education and Clinical Services honor PDE and NCATE standards.

COURSES FULFILLING PDE STANDARDS FOR PROGRAM APPROVAL
AND TEACHER CERTIFICATION IN GENERAL SPECIAL EDUCATION
EX Undergraduate Program

	Special Education General Standard							
	I	II	III	IV	V	VI	VII	VIII
EX 111	X		X	X	X	X		X
EX 112	X		X					X
EX 221	X	X	X		X		X	X
EX 222	X	X	X	X	X	X	X	X
EX 300*	X	X	X	X	X	X	X	X
EX 321	X	X	X		X	X	X	X
EX 322	X	X	X			X	X	X
EX 340	X	X	X			X	X	X
EX 415*	X	X	X	X		X	X	X
EX 416*	X	X	X	X	X	X	X	X
EX 417*	X	X	X	X	X	X	X	X
EX 418*	X	X	X	X	X	X	X	X
EX 419*	X	X	X	X	X	X	X	X
EX 425	X	X	X	X	X		X	X
EX 435	X	X	X	X	X	X	X	X
EX 440	X	X	X	X		X	X	X
EX 480*	SEMINAR IN SPECIAL EDUCATION							
EX 481*	SPECIAL TOPICS IN SPECIAL EDUCATION							
SH 254	X	X	X		X	X	X	X
ED 242	X	X			X		X	X
ED 342		X			X		X	X
ED 421	X	X	X	X	X		X	X
ED 441	X	X	X	X	X		X	X

*DUAL-LEVEL COURSES

**EX COURSES FULFILLING PDE STANDARDS
MENTALLY AND/OR PHYSICALLY HANDICAPPED
EX Undergraduate Program**

	Special Education General Standard							
	I	II	III	IV	V	VI	VII	VIII
EX 111	X	X		X	X	X	X	X
EX 112	X	X				X	X	X
EX 221	X	X	X			X	X	X
EX 222	X	X	X			X	X	X
EX 300*	X	X	X	X	X	X	X	X
EX 321	X	X	X			X	X	X
EX 322	X	X	X			X	X	X
EX 340	X	X	X			X	X	X
EX 415*	X	X	X	X	X	X	X	X
EX 416*	X	X	X	X		X	X	X
EX 417*	X	X	X	X		X	X	X
EX 418*	X	X	X	X	X	X	X	X
EX 419*	X	X	X	X		X	X	X
EX 425			X	X	X	X	X	X
EX 435			X	X	X	X	X	X
EX 440	X	X	X	X		X	X	X
EX 480*	SEMINAR IN SPECIAL EDUCATION							
EX 481*	SPECIAL TOPICS IN SPECIAL EDUCATION							
SH 254	X	X	X			X	X	X
ED 242	X	X						X
ED 342								X
ED 421			X	X	X	X	X	X
ED 441			X	X	X	X	X	X

*DUAL-LEVEL COURSES

**EX COURSES FULFILLING NCATE STANDARDS
FOR BASIC PROGRAMS IN SPECIAL EDUCATION
EX Undergraduate Program**

	NCATE Special Education Basic Program Standard							
	B1.1	B1.2	B1.3	B1.4	B1.5	B2.1	B2.2	B2.3
EX 111	N/A	N/A	X	X	N/A	X	X	X
EX 112			X	X		X	X	X
EX 221			X	X		X	X	X
EX 222			X	X		X	X	X
EX 300*			X	X		X	X	X
EX 321			X	X		X	X	X
EX 322			X	X		X	X	X
EX 340			X	X		X	X	X
EX 415*			X	X		X	X	X
EX 416*			X	X		X	X	X
EX 417*			X	X		X	X	X
EX 418*			X	X		X	X	X
EX 419*			X	X		X	X	X
EX 425			X	X		X	X	X
EX 435			X	X		X	X	X
EX 440			X	X		X	X	X
EX 480*	SEMINAR IN SPECIAL EDUCATION							
EX 481*	SPECIAL TOPICS IN SPECIAL EDUCATION							
SH 254			X	X		X	X	X
ED 242			X	X		X		X
ED 342			X	X		X		X
ED 421			X	X		X		X
ED 441			X	X		X		X

*DUAL-LEVEL COURSES

	NCATE Special Education Basic Program Standard							
	B2.4	B2.5	B2.6	B2.7	B2.8	B2.9	B2.10	B2.11
EX 111	X	X						
EX 112		X						
EX 221	X	X	X		X	X		X
EX 222	X	X	X		X	X		X
EX 300*	X	X						
EX 321	X	X	X		X	X		X
EX 322	X	X	X		X	X		X
EX 340	X	X	X	X	X	X	X	
EX 415*	X	X	X	X	X	X		
EX 416*	X	X	X	X	X	X		
EX 417*	X	X	X	X	X	X		
EX 418*	X	X	X	X	X	X		
EX 419*	X	X	X	X	X	X		
EX 425	X	X	X		X	X		X
EX 435	X	X	X		X	X		X
EX 440		X		X				
EX 480*	SEMINAR IN SPECIAL EDUCATION							
EX 481*	SPECIAL TOPICS IN SPECIAL EDUCATION							
SH 254	X	X	X		X			X
ED 242		X		X				
ED 342		X		X				
ED 421		X		X				X
ED 441		X		X				X

*DUAL-LEVEL COURSES

NCATE Special Education Basic Program Standard								
	B2.12	B2.13	B2.14	B3.1	B3.2	B3.3	B4.1	B4.2
EX 111	X	T	X	E	E	E		
		O		D	P	D		
EX 112		T	X					
		A		4	3	4		
EX 221		L	X	4	0	4		
				2	2	2		
EX 222		H	X					
		O						
EX 300*	X	U	X	F	E	F		
		R		E	P	E		
EX 321		S	X					
				2	3	2		
EX 322			X	0	7	0		
		1		2	7	2		
EX 340	X	2	X					
		4						
EX 415*	X		X			E		
						P		
EX 416*	X	E	X					
		D					3	
EX 417*	X	U	X				0	
		C					2	
EX 418*	X	A	X					
		T						
EX 419*	X	I	X			E		
		O				P		
EX 425	X	N	X					
							3	
EX 435	X		X				7	
		6					7	
EX 440	X	8	X					
EX 480*	SEMINAR IN SPECIAL EDUCATION							
EX 481*	SPECIAL TOPICS IN SPECIAL EDUCATION							
SH 254			X					
ED 242							X	X
ED 342							X	X
ED 421	X						X	X
ED 441	X						X	X

*DUAL-LEVEL COURSES

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

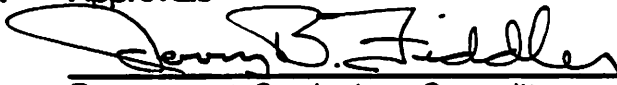
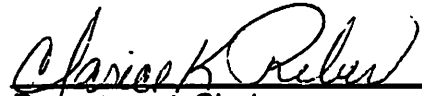
I. Title/Author of Change

Course/Program Title: EX 340 Introduction to Behavior Management in Special Education
Suggested 20 Character Course Title: Intro to Behav Manag
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- New Course
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____	 _____
Department Curriculum Committee	Department Chairperson
_____	_____
College Curriculum Committee	College Dean *
_____	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

PROPOSAL FOR A NEW UNDERGRADUATE COURSE

Course Analysis: EX 340 Introduction to Behavior Management in Special Education.

Section A: Details of the Course

- A1 This course is designed for undergraduate majors in Education of Exceptional Persons who have qualified for junior standing. This course provides basic instruction in a critical skill area for all special educators. This course is not intended for inclusion in the liberal studies course list.
- A2 This course does not require changes in content of existing courses.
- A3 This course does follow the traditional type of offering by this department.
- A4 This course has never been offered at IUP on a trial basis.
- A5 This is not a dual-level course.
- A6 This course may not be taken for variable credit.
- A7 This course is typically offered by all higher education institutions that have special education training programs.
- A8 The content of this course and the skills taught are required by certification standards of the Bureau of Special Education of the Pennsylvania Department of Education, and the accreditation standards of the Council for Exceptional Children and NCATE.

Section B: Interdisciplinary Implications

- B1 This course will be taught by a single instructor.
- B2 No additional or corollary courses are needed with this course.
- B3 Although EP 476/576 addresses the topic of behavior problems and behavior management, it does not address the range of behavior problems teachers will encounter in the continuum of special education service delivery models serving students with moderate, severe, and profound disabilities. Further, inspection of the syllabus used for the EP 476/576 course indicates that it is a combination characteristics and behavior management course targeted primarily at problems encountered in regular education classrooms. In order to prepare teachers to teach and effectively manage severe and disruptive behaviors in all special education

settings and to teach effective generalization of skills to regular education settings, specific skills in behavior management are essential.

- B4 Seats in this course will not be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 The current resources in the areas of faculty, space, equipment, laboratory supplies and other consumable goods, library materials, and travel funds are currently adequate.
- C2 There are no resources for this course that are funded by a grant.
- C3 This course is expected to be offered annually.
- C4 It is anticipated that one section of this course will be offered annually.
- C5 A section of this course is planned to accommodate up to 35 students. This number is not limited by the availability of any resources.
- C6 No professional society recommends enrollment limits or parameters for a course of this nature.
- C7 This course will be a curriculum requirement.

EX 340 INTRODUCTION TO BEHAVIOR MANAGEMENT IN SPECIAL
EDUCATION 3c-01-3sh

Prerequisites: EX 111, EX 112, EP 202

An overview of systematic behavioral change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities.

Course Descriptions

3 s.h.
 top proficiency for everyday situa-
 tions. This course is designed for stu-
 dents who are lacking in aural-oral
 skills and are seeking major credit. Two-year
 cycle.

3 s.h.
 of grammar, colloquial, and idiom-
 ation on everyday topics. Three-year
 cycle.

3 s.h.
 thought and literary expression. Em-
 phasis on the Golden Age. Three-year
 cycle.

3 s.h.
 asis on Benavente, Garcia, Lorca,
 etc. Three-year cycle.

3 s.h.
 h and 20th centuries, with emphasis
 on symbolism. Three-year cycle.

3 s.h.
 and their influence on 20th century
 historical events in the development
 of literature.

3 s.h.
 erican literary expression from the
 19th to the 20th century.

3 s.h.
 ic literature in relation to the needs and inter-
 cultural communication.

*for a 151 or 251 course in French,
 or a 150 or 250 course. If students
 receive three (3) semester hours,
 they normally receive for a 152 or 252*

3 s.h.
 and implications — educational, so-
 cial, and psychological. This course
 also acquaints prospective profes-
 sional Education and Rehabilitation.
 Offered at Venango Campus. Multicultural educa-

Course Descriptions

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SPED 215: HUMAN RELATIONS SKILLS TRAINING 2 s.h.
 This course has been designed to help students grow in their ability to communicate feelings and thoughts, to interact positively and sensitively in group situations, and to apply interpersonal skills to the resolution of professional problems in special education settings. Each semester on Main Campus; fall semester at Venango Campus.

SPED 220: NATURE OF MENTAL RETARDATION 3 s.h.
 This is a comprehensive study of the biological, psychosocial, and educational implications of retarded mental development, including a consideration of etiology; assessment and diagnosis; educational programs, including preschool and postschool; adult social and vocational adjustment; national and local programs; and research. Prerequisite: SPED 210. Each semester on Main Campus, and spring semester at Venango Campus. Multicultural education will be applied.

SPED 225: EARLY FIELD EXPERIENCES 1 s.h.
 An early exposure to types of special education programs for various types of exceptional individuals including community programs, institutions, and schools. Each semester on Main Campus, and spring semester at Venango Campus.

SPED 230: BEHAVIOR DISORDERS 3 s.h.
 This course will familiarize the student with behavior disorders using coexistent classification systems. Characteristics, evaluation, and rehabilitation will be studied with an emphasis on the limitations and responsibilities of various professionals and paraprofessionals. Prerequisite: SPED 210. Offered at Venango Campus only.

SPED 235: LEARNING DISORDERS 3 s.h.
 A study of the definitions, characteristics, and treatments of learning disorders. Concerns of diagnosis, prescription, and classroom management are presented, with emphasis on the role of the paraprofessional. Prerequisite: SPED 210. Offered at Venango Campus only.

SPED 240: NEUROLOGICAL IMPAIRMENTS AND PHYSICAL DISORDERS 3 s.h.
 The course presents the major physical anomalies, the reaction of family and individuals to the handicap, therapeutic procedures, rehabilitation services, and direct contacts with persons in programs for the handicapped. Prerequisite: SPED 210. Each semester on Main Campus, and fall semester at Venango Campus.

SPED 245: BEHAVIOR MANAGEMENT 3 s.h.
 This experience provides persons with knowledge and skills to analyze instructional settings, organize learners for instruction, and maintain a supportive learning climate for handicapped individuals. Prerequisite: SPED 210. Offered at Venango Campus only.

SPED 250: THE HELPING RELATIONSHIP PRINCIPLES AND PROCEDURES 3 s.h.
 This course will assist students to acquire knowledge and skill in the performance of required tasks and/or roles of Rehabilitative Service staff in developing humanizing environments for exceptional persons in various settings. Prerequisites: SPED 230, 235, 245. Offered at Venango Campus only.

SPED 295: FIELD EXPERIENCE 6 s.h.
 This is a half-time, full semester field experience in selected programs. The field experience will focus on assisting in the delivery of human/educational services to exceptional individuals. Prerequisites: Minimum of 45 semester hours and SPED 230, 235, 245. Offered at Venango Campus only.

SPED 305: SPECIFIC LEARNING DISABILITIES 3 s.h.
 The course will focus on the nature of specific learning disabilities. The areas of concern are the history, definition, characteristics, assessment, strategies and tactics of instruction and/or remediation, vocational implications and Federal and State laws and regulations in

266 Course Descriptions

regard to the individual who is learning disabled. Prerequisite: SPED 220, 240. Each semester.

SPED 310: SOCIAL AND EMOTIONAL DISTURBANCES 3 s.h.

This course focuses upon the nature of social and emotional disturbances, and familiarizes the student with atypical behaviors utilizing current classification systems and theoretical models. History, etiology, nature, characteristics, assessment, and treatment approaches will be emphasized. Prerequisite: SPED 220, 240. Each semester.

SPED 400: SPECIAL TOPICS 1-6 s.h.

This course deals with topical themes in Special Education to expand the knowledge and competence of teachers. Enrollment is by consent of the instructor. Summers only.

SPED 410: EDUCATIONAL APPRAISAL AND PRESCRIPTION I 4 s.h.

This experience is conducted in the psychoeducational clinic of the Special Education Center and involves observation and active participation in educational diagnostic/prescriptive processes with persons who have learning problems. Prerequisite: SPED 305 and 310. Each semester.

SPED 415: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR MILDLY/MODERATELY HANDICAPPED 3-6 s.h.

This is the study of the process of individualizing instruction for children with mild to moderate learning handicaps. It involves designing basic instructional sequences utilizing behavioral objectives, matching media and learner and goal-characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction. Prerequisites: SPED 410; ELED 323 and 324, with exception of rehabilitative Science majors. Multicultural education will be applied. Each semester.

SPED 420: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR SEVERELY/PROFOUNDLY MULTIHANDICAPPED 3-6 s.h.

This is a study of the process of individualizing instruction for children with severe to profound learning handicaps. It involves designing basic instructional sequences utilizing behavioral objectives, matching media with learner and goal-characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction. Prerequisites: SPED 410; ELED 323 and 324, with exception of rehabilitative Science majors. Each semester.

SPED 425: BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION SETTINGS 3 s.h.

This course considers contemporary curricular innovations in educational programs for exceptional children and youth, with particular attention to the sociocultural implications of changing curricular practices and the new instructional media and technology. Prerequisites: SPED 410 with exception of rehabilitative Science majors. Each semester.

SPED 435: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR THE GIFTED AND TALENTED 6 s.h.

This course will be (when possible) a workshop with school children and intended to develop the capacity of the educator to plan, develop, deliver and evaluate programs that will help the gifted and talented realize their individual and collective potential. Prerequisites: SPED 210 or PSY 522, or teaching certificate.

SPED 440: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR CULTURALLY DIFFERENT CHILDREN 3 s.h.

This is a study of the process of individualizing instruction for children who are not members of the dominant culture and whose cultural membership significantly influences the educational process and school performance. It involves designing basic instructional sequences, selecting and matching media with learner and goal characteristics, identifying

EDMS 451 Introduction to Educational Statistics (3) Junior standing. Introduction to statistical reasoning; location and dispersion measures; computer applications; regression and correlation; formation of hypotheses; tests; t-test; one-way analysis of variance; analysis of contingency tables.

EDMS 465 Algorithmic Methods in Educational Research (3) Prerequisite: EDMS 451 or equivalent. Use of the computer as a tool in educational research. Instruction in a basic scientific computer source language as well as practical experience in program writing for solving statistical and educational research problems.

EDMS 489 Field Experiences in Measurement and Statistics (1-4) Prerequisite: permission of department. Repeatable to 4 credits. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDMS 498 Special Problems in Measurement and Statistics (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Available only to education majors who have formal plans for individual study of approved problems.

EDPA—Education Policy, Planning and Administration

EDPA 201 Education in Contemporary American Society (3) An examination of the relationship between education and the social environment in contemporary American society. Issues of equality or equal opportunity, individual and cultural differences, education outside of schools, the control of education, and the future of education.

EDPA 210 Historical and Philosophical Perspectives on Education (3) An examination of illustrative historical and philosophical examples of the interplay of ideas and events in the shaping of educational aims and practices from ancient cultures to modern technological societies.

EDPA 288 Special Problems in Education (1-6) Prerequisite: permission of department. Available only to freshmen and sophomore students who have definite plans for individual study of approved problems relative to their preparation for teaching.

EDPA 301 Foundations of Education (3) Historical, social, cultural, and philosophical foundations of American education. Considers education as a profession, and the organizational structure, operation and function of modern school systems. Comparative education and contemporary issues are included.

EDPA 400 The Future of the Human Community (3) Examination of the future of our social and cultural institutions for education and child rearing, social and family relationships, health and leisure, information exchange, and the provision of food, clothing, and shelter.

EDPA 401 Educational Technology, Policy, and Social Change (3) Junior standing. Examines technology as a complex force which influences social change and the educational development of individuals.

EDPA 440 Educational Media (3) Survey of classroom uses of instructional media. Techniques for integrating media into instruction. Includes preparation of a unit of instruction utilizing professional and teacher produced media.

EDPA 488 Special Topics in Education Policy and Administration (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Special and intensive treatment of current topics and issues in education policy and administration.

EDPA 489 Field Experiences in Education (1-4) Prerequisite: permission of department. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDPA 498 Special Problems in Education (1-3) Prerequisite: permission of department. Available only to students who have definite plans for individual study of approved problems.

EDPA 499 Workshops, Clinics, and Institutes (1-6) Repeatable to 6 credits. The following type of educational enterprise may be scheduled under this course heading: Workshops conducted by the College of Edu-

cation (or developed cooperatively with other colleges and universities) and not otherwise covered in the present course listing; clinical experiences in pupil-testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals and supervisors.

EDSP—Education, Special

EDSP 210 Introduction to Special Education (3) Characteristics and needs of children with handicaps. Current issues in special education.

EDSP 288 Special Topics in Teacher Education (1-3) Prerequisite: major in education or permission of department. Repeatable to 6 credits if content differs.

EDSP 298 Special Problems in Teacher Education (1-6) Prerequisite: permission of department. Available only to freshmen and sophomore education majors who have definite plans for individual study of approved problems relative to their preparation for teaching. Credit according to extent of work.

EDSP 320 Introduction to Assessment in Special Education (3) Prerequisite: EDSP 210. Pre- or corequisite: EDSP 321; and EDSP 322. Recommended: STAT 100 or SOCY 201. For EDSP majors only. Assessment instruments and procedures and specific criterion-referenced and norm-referenced measures used in special education.

EDSP 321 Comparative Approaches to Behavior and Classroom Management in Special Education (3) Prerequisite: EDSP 210. Pre- or corequisites: EDSP 320; and EDSP 322. The development of behavior and classroom management techniques used in special education.

EDSP 322 Field Placement in Special Education I (2-3) Pre- or corequisites: EDSP 320; and EDSP 321. For EDSP majors only. Practicum experience in special education setting. The application of assessment and classroom management procedures. Field placement for two or three half-days per week.

EDSP 330 Families and the Education of Handicapped Children (3) Prerequisite: EDSP 321 or permission of department. Corequisites: EDSP 405, EDSP 424, EDSP 445 or EDSP 463 or permission of department. For EDSP majors only. Emphasis on the impact of handicapped children on families and strategies for communicating and working with families.

EDSP 331 Introduction to Curriculum and Instructional Methods in Special Education (3) Prerequisites: EDSP 320; and EDSP 321. Pre- or corequisites: EDSP 332; and EDSP 333; and EDSP 443. For EDSP majors only. Instructional principles and programs in special education.

EDSP 332 Interdisciplinary Communication in Special Education (3) Prerequisites: EDSP 320; and EDSP 321. Pre- or corequisites: EDSP 331; and EDSP 333; and EDSP 443. For EDSP majors only. Terminology, procedures and professional roles specific to persons providing services to handicapped children.

EDSP 333 Field Placement in Special Education II (2-3) Prerequisite: EDSP 322. Pre- or corequisites: EDSP 331; and EDSP 332; and EDSP 443. For EDSP majors only. Practicum experience in special education setting. Opportunities to apply curriculum methods and materials. Two or three half-days per week.

EDSP 349 Student Teaching of Exceptional Children (8) For EDSP majors only. Student teaching full-time for eight weeks with exceptional children.

EDSP 378 Fundamentals of Sign Language (3) Receptive and expressive skills in American Sign Language. Examination of the causes of deafness, characteristics of deaf education, and aspects of the culture of the deaf community.

EDSP 400 Assessment, Curriculum and Instructional Methods For Students with Severe Handicaps (3) Corequisites: EDSP 402 or EDSP 431 or permission of department. Examination of functional assessment procedures, curriculum development and analysis, and instructional techniques for students with severe handicaps.

EDSP 401 Environmental Adaptations for Severely Handicapped Students (3) Pre- or corequisites: EDSP 411; and EDSP 412 or EDSP 430; and EDSP 431. Management problems of and alternatives for severely handicapped individuals.

EDSP 402 Field Placement: Severely Handicapped I (2-5) Pre- or corequisites: EDSP 400; and EDSP 404 or permission of department. Practicum experience in settings serving severely handicapped individuals. Enrollment limited to those admitted to severely handicapped specialty area. Field placement for two to five half-days per week.

EDSP 403 Physical and Communication Adaptations for Students with Severe Handicaps (3) Prerequisites: EDSP 400; and EDSP 404 or permission of department. Corequisites: EDSP 330; and EDSP 405; and EDSP 410 or permission of department. Development, assessment, and instruction of mobility, feeding, grooming, and communication techniques to increase independent functioning for students with severe handicaps.

EDSP 404 Education of Students with Autism (3) Pre- or corequisites: EDSP 400 and EDSP 402 or permission of department. Characteristics, needs, assessment, and educational methods for students diagnosed as autistic.

EDSP 405 Field Placement: Severely Handicapped II (2-5) Prerequisite: EDSP 402 or permission of department. Pre- or corequisites: EDSP 330; and EDSP 403; and EDSP 410 or permission of department. Practicum experience in settings serving severely handicapped individuals. Field placement for two to five half-days per week.

EDSP 410 Community Functioning Skills for Students with Severe Handicaps (3) Prerequisites: EDSP 400; and EDSP 404 or permission of department. Corequisites: EDSP 330; and EDSP 403; and EDSP 405. Assessment, instructional techniques, and curriculum development related to community functioning skills for students with severe handicaps.

EDSP 411 Field Placement: Severely Handicapped III (2-5) Prerequisite: EDSP 405. Pre- or corequisites: EDSP 412; and (EDSP 420 or EDSP 460) or permission of department. Practicum experience in settings serving severely handicapped individuals. Field placement for two to five half-days per week.

EDSP 412 Vocational and Transitional Instruction for Students with Severe Handicaps (3) Corequisites: EDSP 411 or EDSP 465 or permission of department. Assessment and instructional strategies for developing the vocational and transitional skills of students with severe handicaps.

EDSP 417 Student Teaching: Severely Handicapped (4-11) Student teaching, full-time for twelve weeks, with severely handicapped individuals. Limited to special education majors admitted to severely handicapped specialty area.

EDSP 418 Seminar: Issues and Research Related to the Instruction of Severely Handicapped Students (1-3) For EDSP majors only. Repeatable to 6 credits if content differs. Examines the current research related to the instruction of severely handicapped individuals.

EDSP 420 Developmental and Behavioral Characteristics of Nonhandicapped and Handicapped Infants and Young Children (3) Corequisites: EDSP 421 or EDSP 411 or permission of department. Study of the developmental, behavioral, and learning characteristics of nonhandicapped and handicapped infants and young preschool children.

EDSP 421 Field Placement: Early Childhood Special Education I (2-3) Pre- or corequisite: EDSP 420; and EDCI 410. Practicum experience in settings serving preschool handicapped children. Opportunities for studying the patterns of development and learning among nonhandicapped and handicapped infants and older preschoolers. Enrollment limited to students admitted to early childhood specialty. Field placement for two or three half-days per week.

EDSP 422 Curriculum and Instruction in Early Childhood Special Education (Moderate to Mild: 3-6 Years) (3) Prerequisites: EDCI 410; and EDSP 420 or per-

COURSE SYLLABUS

EX 340 INTRODUCTION TO BEHAVIOR MANAGEMENT
IN SPECIAL EDUCATION

3 s.h.

I. COURSE DESCRIPTION

Prerequisites: EX 111, EX 112, EP 202

An overview of systematic behavioral change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities.

II. COURSE OBJECTIVES

This course will address five major objectives:

- A. knowledge, understanding, and skill in applying specific techniques of applied behavior analysis with special education students in a variety of service delivery models, including techniques to
 1. increase or strengthen desired behavior
 2. maintain and generalize desired behavior
 3. extinguish or decrease undesired behaviors;
- B. awareness, understanding, and skills in applying specific cognitive and self-management techniques in solving discipline problems in a variety of special education settings;
- C. awareness, understanding, and skill in assessing individuals and environments from an ecological perspective using structural analysis and functional analysis models;
- D. ability to apply specific techniques regarding generalization of appropriate behavior;
- E. ability to monitor and evaluate the effects of behavioral intervention procedures in a variety of classroom, home, and community settings.

III. COURSE OUTLINE

- A. Review of Behavioral Approach 5%
1. Misconceptions
 2. Operant conditioning
 3. Behavioral terminology, including popular perception of terms vs. clinical definitions and applications
 4. Principles of behavior management,
 5. Controversial Issues
 - a. morality and legality
 - b. efficiency and effectiveness
- C. Deciding What to Change 20%
1. Identifying and prioritizing behaviors
 - a. screening methods
 - b. direct observation methods
 - c. analogue assessment of behavior
 - d. Evans and Meyers Prioritization Scale
 - e. Wolery, Bailey, and Sugai Decision Model
 2. Assessment of individuals and environments
 - a. Gaylord-Ross Decision Model
 - b. Wolery, Bailey, & Sugai Decision Model
 - c. Motivational analysis of behavior
 - d. Assessment of behavior function: Donnellan-LaVigna Model
 - i. social-communicative function
 - ii. self-regulatory function
 - iii. self-entertainment function
 - e. Assessment procedures as applied in different settings and with different special education populations
- D. Creating Change in Students 55%
1. Strengthening behaviors
 - a. positive reinforcement
 - b. guidelines for use of reinforcement
 - c. schedules of reinforcement
 2. Decreasing behaviors
 - a. differential reinforcement procedures
 - b. extinction
 - c. time out
 - d. response cost
 - e. overcorrection
 3. Management strategies
 - a. token economies
 - b. point systems
 - c. contingency contracting
 - d. group contingency programs
 - e. levels systems
 4. Effective Interaction Patterns Model (Valentine) to address belief systems and communication patterns

5. Classroom management
 - a. realities of teaching and managing behaviors in different service delivery models
 - b. curriculum as a means of enhancing structure and increasing engaged time
 - c. creating an educational environment to address behavioral needs of each student while avoiding the pitfalls of a "curriculum of control"
 - d. implementing multiple management systems concurrently to meet varied and diverse student needs
 - e. understanding the special needs of students moving to and from residential settings
 - f. controlling contagion effect
 - g. understanding the conflict cycle (Long's Model)
 - h. crisis management
 - i. generalizing strategies beyond the classroom
6. Self-management strategies
 - a. self-instruction
 - b. self-monitoring
 - c. self-reinforcement
 - d. skill generalization
7. Cognitive behavior management
 - a. Beck approach
 - b. Meichenbaum approach
8. Social skills training
 - a. assessment
 - b. teacher-mediated strategies
 - c. peer-mediated strategies
 - d. self-mediated strategies
 - e. application with students with severe disabilities
 - f. application with assaultive and aggressive youth
 - g. skill generalization
- E. Creating Change in Environments 10%
 1. Ecological interventions
 2. Changing teacher behavior
 3. Changing parent behavior
 4. Training paraeducators
 5. Working with multidisciplinary team professionals in a collaborative framework
 6. Working with building teachers and staff to generalize behaviors
- F. Monitoring and Evaluating Change 10%
 1. Measurement and observation procedures
 2. Graphic analysis of data

IV. 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 activities.

Exams. Four exams comprised of multiple choice, completion and short essay items. 100 points each.

Individual Behavior Change Project. Each student will be required to design and implement an individual behavior management plan. The plan must have a minimum of three baseline data points and ten intervention points. The plan must also include a graph and data sheet. Target behaviors are subject to the approval of the instructor. 100 points.

Cooperative Learning Projects. Students will be expected to participate in a number of group activities during the course. These activities are designed to help students learn a self-questioning approach to solving discipline problems and managing crises. Students will analyze and discuss case studies that reflect real-life complexities in working with challenging special education students. Students will design appropriate intervention strategies or training plans during these activities. 50 points each.

V. EVALUATION METHODS

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

90 - 100%	= A	Exams	50%
80 - 89%	= B	Behavior Change Project	25%
70 - 79%	= C	Cooperative Activities	25%
60 - 69%	= D		
59% & below	= F		

VI. REQUIRED TEXT

Kauffman, J. M., Mostert, M. P., Nuttycombe, D. G., Trent, S. C., & Hallahan, D. P. (1993). Managing classroom behavior: A reflective case-based approach. Needham Heights, MA: Allyn & Bacon.

VII. REFERENCES

- Alberto, P. A., & Troutman, A.C. (1990). Applied behavior analysis for behavior. (3rd ed.). Columbus: Merrill.
- Baker, B. L., Brightman, A. J., Heifretz, L. J., & Murphy, D. M. (1991). Behavior problems. Champaign, IL: Research Press.
- Burke, J. C. (1992). Decreasing classroom behavior problems. San Diego: Singular Publishing.
- Butz, G., & DeRisi, W. J. (1991). Writing behavioral contracts. Champaign, IL: Research Press.
- Charles, C. M. (1992). Building classroom discipline: From models to practice (4th ed.). New York: Longman.
- Cummins, K. K. (1988). The teacher's guide to behavioral interventions: Intervention strategies for behavioral problems in the educational environment. Columbia, MO: Hawthorne.
- Curwin, R., & Mendler, A. (1991). Discipline with dignity. Bloomington, IN: National Educational Service.
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LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: EX 435 Methods and Curriculum (Severe-Profound Disabilities)
Suggested 20 Character Course Title: Meth & Curr; Sev-Prof
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- New Course
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals



Department Curriculum Committee



Department Chairperson

College Curriculum Committee

College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

PROPOSAL FOR AN NEW UNDERGRADUATE COURSE

Course Analysis: EX 435 Methods and Curriclum (Severe-Profound Disabilities)

Section A: Details of the Course

- A1 This course is designed for upper-level undergraduate majors in Education of Exceptional Persons who have qualified for junior standing. This course provides basic instruction in a critical skill area for all special educators. This course is not intended for inclusion in the liberal studies course list.
- A2 This course has been added to allow the necessary time to devote to issues regarding the development of an integrated, functional community-based curriculum for persons with severe/profound disabilities. This course has been developed to focus on current trends regarding the complex technological and methodological needs required in assessing and teaching individuals with severe/profound disabilities. The content of this course is designed to link assessment with teaching in a functional manner.
- A separate proposal and syllabus has been submitted for EX 417/517 Education of Persons with Mental Retardation or Developmental Disabilities. This course included the content of the proposed new course and has been revised to cover more adequately important issues relevant to individuals with mild to profound retardation as well as other developmental disabilities, including autism.
- A3 This course does follow the traditional type of offering by this department.
- A4 This course has never been offered at IUP on a trial basis.
- A5 This is not a dual-level course.
- A6 This course may not be taken for variable credit.
- A7 This course is offered by all higher education institutions that prepare educators of students with severe and profound disabilities. Further, this course addresses state and federal trends in preservice training and teacher certification.
- A8 The content of this course and the skills taught are required by certification standards of the Bureau of Special Education of the Pennsylvania Department of Education, and the accreditation standards of the Council for Exceptional Children and NCATE.

Section B: Interdisciplinary Implications

- B1 This course will be taught by a single instructor.
- B2 No additional or corollary courses are needed with this course.
- B3 There is not a relationship between the content of this course and the content of courses offered by other departments.
- B4 Seats in this course will not be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 The current resources in the areas of faculty, space, equipment, laboratory supplies and other consumable goods, library materials, and travel funds are currently adequate.
- C2 There are no resources for this course that are funded by a grant.
- C3 This course is expected to be offered annually.
- C4 It is anticipated that one section of this course will be offered.
- C5 A section of this course is planned to accommodate up to 50 students. This number is not limited by the availability of any resources.
- C6 No professional society recommends enrollment limits or parameters for a course of this nature.
- C7 This course will be a curriculum requirement.

EX 435 METHODS AND CURRICULUM (SEVERE-PROFOUND DISABILITIES)
3c-01-3sh

Prerequisites: EX 221, EX 222, EX 223, EX 321, EX 340

Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that will prepare students for participation in a wide variety of postschool environments.

266 _____ Course Descriptions

regard to the individual who is learning disabled. Prerequisite: SPED 220, 240. Each semester.

SPED 310: SOCIAL AND EMOTIONAL DISTURBANCES 3 s.h.

This course focuses upon the nature of social and emotional disturbances, and familiarizes the student with atypical behaviors utilizing current classification systems and theoretical models. History, etiology, nature, characteristics, assessment, and treatment approaches will be emphasized. Prerequisite: SPED 220, 240. Each semester.

SPED 400: SPECIAL TOPICS 1-6 s.h.

This course deals with topical themes in Special Education to expand the knowledge and competence of teachers. Enrollment is by consent of the instructor. Summers only.

SPED 410: EDUCATIONAL APPRAISAL AND PRESCRIPTION I 4 s.h.

This experience is conducted in the psychoeducational clinic of the Special Education Center and involves observation and active participation in educational diagnostic/prescriptive processes with persons who have learning problems. Prerequisite: SPED 305 and 310. Each semester.

SPED 415: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR MILDLY/MODERATELY HANDICAPPED 3-6 s.h.

This is the study of the process of individualizing instruction for children with mild to moderate learning handicaps. It involves designing basic instructional sequences utilizing behavioral objectives, matching media and learner and goal-characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction. Prerequisites: SPED 410; ELED 323 and 324, with exception of rehabilitative Science majors. Multicultural education will be applied. Each semester.

SPED 420: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR SEVERELY/PROFOUNDLY MULTIHANDICAPPED 3-6 s.h.

This is a study of the process of individualizing instruction for children with severe to profound learning handicaps. It involves designing basic instructional sequences utilizing behavioral objectives, matching media with learner and goal-characteristics, identifying appropriate instructional strategies, and evaluating the effectiveness of instruction. Prerequisites: SPED 410; ELED 323 and 324, with exception of rehabilitative Science majors. Each semester.

SPED 425: BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION SETTINGS 3 s.h.

This course considers contemporary curricular innovations in educational programs for exceptional children and youth, with particular attention to the sociocultural implications of changing curricular practices and the new instructional media and technology. Prerequisites: SPED 410 with exception of rehabilitative Science majors. Each semester.

SPED 435: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR THE GIFTED AND TALENTED 6 s.h.

This course will be (when possible) a workshop with school children and intended to develop the capacity of the educator to plan, develop, deliver and evaluate programs that will help the gifted and talented realize their individual and collective potential. Prerequisites: SPED 210 or PSY 522, or teaching certificate.

SPED 440: INSTRUCTIONAL DEVELOPMENT AND STRATEGIES FOR CULTURALLY DIFFERENT CHILDREN 3 s.h.

This is a study of the process of individualizing instruction for children who are not members of the dominant culture and whose cultural membership significantly influences the educational process and school performance. It involves designing basic instructional sequences, selecting and matching media with learner and goal characteristics, identifying

EDMS 451 Introduction to Educational Statistics (3) Junior standing. Introduction to statistical reasoning; location and dispersion measures; computer applications; regression and correlation; formation of hypotheses tests; t-test; one-way analysis of variance; analysis of contingency tables.

EDMS 465 Algorithmic Methods in Educational Research (3) Prerequisite: EDMS 451 or equivalent. Use of the computer as a tool in educational research. Instruction in a basic scientific computer source language as well as practical experience in program writing for solving statistical and educational research problems.

EDMS 489 Field Experiences in Measurement and Statistics (1-4) Prerequisite: permission of department. Repeatable to 4 credits. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDMS 498 Special Problems in Measurement and Statistics (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Available only to education majors who have formal plans for individual study of approved problems.

EDPA—Education Policy, Planning and Administration

EDPA 201 Education in Contemporary American Society (3) An examination of the relationship between education and the social environment in contemporary American society. Issues of equality or equal opportunity, individual and cultural differences, education outside of schools, the control of education, and the future of education.

EDPA 210 Historical and Philosophical Perspectives on Education (3) An examination of illustrative historical and philosophical examples of the interplay of ideas and events in the shaping of educational aims and practices from ancient cultures to modern technological societies.

EDPA 268 Special Problems in Education (1-6) Prerequisite: permission of department. Available only to freshmen and sophomore students who have definite plans for individual study of approved problems relative to their preparation for teaching.

EDPA 301 Foundations of Education (3) Historical, social, cultural, and philosophical foundations of American education. Considers education as a profession, and the organizational structure, operation and function of modern school systems. Comparative education and contemporary issues are included.

EDPA 400 The Future of the Human Community (3) Examination of the future of our social and cultural institutions for education and child rearing, social and family relationships, health and leisure, information exchange, and the provision of food, clothing, and shelter.

EDPA 401 Educational Technology, Policy, and Social Change (3) Junior standing. Examines technology as a complex force which influences social change and the educational development of individuals.

EDPA 440 Educational Media (3) Survey of classroom uses of instructional media. Techniques for integrating media into instruction. Includes preparation of a unit of instruction utilizing professional and teacher produced media.

EDPA 468 Special Topics in Education Policy and Administration (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Special and intensive treatment of current topics and issues in education policy and administration.

EDPA 489 Field Experiences in Education (1-4) Prerequisite: permission of department. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDPA 498 Special Problems in Education (1-3) Prerequisite: permission of department. Available only to students who have definite plans for individual study of approved problems.

EDPA 499 Workshops, Clinics, and Institutes (1-6) Repeatable to 6 credits. The following type of educational enterprise may be scheduled under this course heading: Workshops conducted by the College of Edu-

cation (or developed cooperatively with other colleges and universities) and not otherwise covered in the present course listing; clinical experiences in pupil-testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals and supervisors.

EDSP—Education, Special

EDSP 210 Introduction to Special Education (3) Characteristics and needs of children with handicaps. Current issues in special education.

EDSP 268 Special Topics in Teacher Education (1-3) Prerequisite: major in education or permission of department. Repeatable to 6 credits if content differs.

EDSP 298 Special Problems in Teacher Education (1-6) Prerequisite: permission of department. Available only to freshmen and sophomore education majors who have definite plans for individual study of approved problems relative to their preparation for teaching. Credit according to extent of work.

EDSP 320 Introduction to Assessment in Special Education (3) Prerequisite: EDSP 210. Pre- or corequisite: EDSP 321; and EDSP 322. Recommended: STAT 100 or SOCY 201. For EDSP majors only. Assessment instruments and procedures and specific criterion-referenced and norm-referenced measures used in special education.

EDSP 321 Comparative Approaches to Behavior and Classroom Management in Special Education (3) Prerequisite: EDSP 210. Pre- or corequisites: EDSP 320; and EDSP 322. The development of behavior and classroom management techniques used in special education.

EDSP 322 Field Placement in Special Education I (2-3) Pre- or corequisites: EDSP 320; and EDSP 321. For EDSP majors only. Practicum experience in special education setting. The application of assessment and classroom management procedures. Field placement for two or three half-days per week.

EDSP 330 Families and the Education of Handicapped Children (3) Prerequisite: EDSP 321 or permission of department. Corequisites: EDSP 405, EDSP 424, EDSP 445 or EDSP 483 or permission of department. For EDSP majors only. Emphasis on the impact of handicapped children on families and strategies for communicating and working with families.

EDSP 331 Introduction to Curriculum and Instructional Methods in Special Education (3) Prerequisites: EDSP 320; and EDSP 321. Pre- or corequisites: EDSP 332; and EDSP 333; and EDSP 443. For EDSP majors only. Instructional principles and programs in special education.

EDSP 332 Interdisciplinary Communication in Special Education (3) Prerequisites: EDSP 320; and EDSP 321. Pre- or corequisites: EDSP 331; and EDSP 333; and EDSP 443. For EDSP majors only. Terminology, procedures and professional roles specific to persons providing services to handicapped children.

EDSP 333 Field Placement in Special Education II (2-3) Prerequisite: EDSP 322. Pre- or corequisites: EDSP 331; and EDSP 332; and EDSP 443. For EDSP majors only. Practicum experience in special education setting. Opportunities to apply curriculum methods and materials. Two or three half-days per week.

EDSP 349 Student Teaching of Exceptional Children (8) For EDSP majors only. Student teaching full-time for eight weeks with exceptional children.

EDSP 376 Fundamentals of Sign Language (3) Receptive and expressive skills in American Sign Language. Examination of the causes of deafness, characteristics of deaf education, and aspects of the culture of the deaf community.

EDSP 400 Assessment, Curriculum and Instructional Methods For Students with Severe Handicaps (3) Corequisites: EDSP 402 or EDSP 431 or permission of department. Examination of functional assessment procedures, curriculum development and analysis, and instructional techniques for students with severe handicaps.

EDSP 401 Environmental Adaptations for Severely Handicapped Students (3) Pre- or corequisites: EDSP 411; and EDSP 412 or EDSP 430; and EDSP 431. Management problems of and alternatives for severely handicapped individuals.

EDSP 402 Field Placement: Severely Handicapped I (2-5) Pre- or corequisites: EDSP 400; and EDSP 404 or permission of department. Practicum experience in settings serving severely handicapped individuals. Enrollment limited to those admitted to severely handicapped specialty area. Field placement for two to five half-days per week.

EDSP 403 Physical and Communication Adaptations for Students with Severe Handicaps (3) Prerequisites: EDSP 400; and EDSP 404 or permission of department. Corequisites: EDSP 330; and EDSP 405; and EDSP 410 or permission of department. Development, assessment, and instruction of mobility, feeding, grooming, and communication techniques to increase independent functioning for students with severe handicaps.

EDSP 404 Education of Students with Autism (3) Pre- or corequisites: EDSP 400 and EDSP 402 or permission of department. Characteristics, needs, assessment, and educational methods for students diagnosed as autistic.

EDSP 405 Field Placement: Severely Handicapped II (2-5) Prerequisites: EDSP 402 or permission of department. Pre- or corequisites: EDSP 330; and EDSP 403; and EDSP 410 or permission of department. Practicum experience in settings serving severely handicapped individuals. Field placement for two to five half-days per week.

EDSP 410 Community Functioning Skills for Students with Severe Handicaps (3) Prerequisites: EDSP 400; and EDSP 404 or permission of department. Corequisites: EDSP 330; and EDSP 403; and EDSP 405. Assessment, instructional techniques, and curriculum development related to community functioning skills for students with severe handicaps.

EDSP 411 Field Placement: Severely Handicapped III (2-5) Prerequisite: EDSP 405. Pre- or corequisites: EDSP 412; and (EDSP 420 or EDSP 480) or permission of department. Practicum experience in settings serving severely handicapped individuals. Field placement for two to five half-days per week.

EDSP 412 Vocational and Transitional Instruction for Students with Severe Handicaps (3) Corequisites: EDSP 411 or EDSP 485 or permission of department. Assessment and instructional strategies for developing the vocational and transitional skills of students with severe handicaps.

EDSP 417 Student Teaching: Severely Handicapped (4-11) Student teaching, full-time for twelve weeks, with severely handicapped individuals. Limited to special education majors admitted to severely handicapped specialty area.

EDSP 418 Seminar: Issues and Research Related to the Instruction of Severely Handicapped Students (1-3) For EDSP majors only. Repeatable to 6 credits if content differs. Examines the current research related to the instruction of severely handicapped individuals.

EDSP 420 Developmental and Behavioral Characteristics of Nonhandicapped and Handicapped Infants and Young Children (3) Corequisites: EDSP 421 or EDSP 411 or permission of department. Study of the developmental, behavioral, and learning characteristics of nonhandicapped and handicapped infants and young preschool children.

EDSP 421 Field Placement: Early Childhood Special Education I (2-3) Pre- or corequisite: EDSP 420; and EDCI 410. Practicum experience in settings serving preschool handicapped children. Opportunities for studying the patterns of development and learning among nonhandicapped and handicapped infants and older preschoolers. Enrollment limited to students admitted to early childhood specialty. Field placement for two or three half-days per week.

EDSP 422 Curriculum and Instruction in Early Childhood Special Education (Moderate to Mild: 3-8 Years) (3) Prerequisites: EDCI 410; and EDSP 420 or per-

EDUCATIONAL STUDIES

EDST 521 Manual Communication I 3

A brief overview of deafness for those who may be considering professional careers in serving the hearing impaired and for others who may be interested in a general knowledge of deafness. The course includes basic signs commonly used by the hearing impaired.

EDST 522 Manual Communication II 3

A brief overview of deafness for those who may be considering professional careers in serving the hearing impaired and for others who may be interested in a general knowledge of deafness. The course includes advanced and idiomatic signs commonly used by the hearing impaired.

PREREQ: EDST 521.

EDST 523 Manual Communication III 3

In-depth use of manual communication for interpreting and translating for hearing impaired people in various situations of life. Orientation to deafness, finger spelling, basic signs, and a visit to the Sterck School (Delaware's state school for the deaf).

PREREQ: EDST 522.

EDST 524 Intensive Literacy Instruction 3

Training in the methods of teaching reading, writing and spelling developed in the Reading Study Center, College of Education. The program is called Intensive Literacy, and is useful for beginners, remedials and students learning English as a second language.

EDST 607 Educational Research Procedures 3

An introduction to quantitative methods in education through study of educational research procedures; for example, measurement, evaluation, experimental and quasi-experimental design, internal and external validity.

EDST 618 Special Services in the Schools 3

Explores roles and functions of psychologists, counselors and special educators in the schools. Study of school organization, professional standards, history of special services, legal and ethical issues and current issues pertaining to special education in the state and nation.

EDST 620 Issues in College Teaching 3

Explores issues and techniques related to effective undergraduate instruction.

EDST 624 Introduction to Autism and Severe Disabilities 3

An introduction to issues related to the identification and assessment of students with autism or severe disabilities. Presents identification instruments, assessment systems and their relation to theoretical models about these disabilities. Reviews the relationship between assessment and educational planning.

PREREQ: EDST 678, EDST 681.

RESTRICTIONS: Requires at least two other special education courses in addition to Prerequisites.

EDST 625 Methods and Curriculum for Individuals with Autism and Severe Disabilities 3

Reviews behaviorally-based educational models for students with autism and other severe disabilities. Presents methods aimed at enhancing functional skill development in the major life domains, with emphasis on community-based training.

PREREQ: EDST 678, EDST 681, EDST 624.

RESTRICTIONS: Requires at least two other special education courses in addition to Prerequisites.

EDST 626 Functional Communication for Individuals with Autism and Severe Disabilities 3

Reviews appropriate functionally relevant communication objectives for students with autism and severe disabilities. Highlights the impact of functional communication upon social skills and behavior management. Presents a variety of alternative communication methods and modalities.

PREREQ: EDST 678, EDST 681, EDST 624.

RESTRICTIONS: Requires at least two other special education courses in addition to Prerequisites.

EDST 627 Models of Instruction 2-3

Study of alternative models of instruction as applied to differing instructional objectives, content and settings.

EDST 629 Psychology of Teaching 3

A study of the research on teacher characteristics, teaching style and method, and teaching teaching.

EDST 630 The Psychology of Curriculum 3

Review of research literature in the developmental psychology of logical, mathematical, physical, biological and social concepts found in elementary and secondary curricula.

PREREQ: EDST 607.

EDST 633 Introduction to Computer Instruction 3

Introduction to the field of computer-based instruction, including instructional theory and design, hardware and software systems, artificial intelligence techniques, author languages and the politics and sociology of educational technology. May be cross-listed with CISC 633.

EDST 634 Instructional Design of Computer-Based Education 3

Relates concepts and research in educational psychology to the development of instructional materials using the computer medium. Includes strengths and limitations of computers in meeting certain instructional needs and techniques for effective computer-based educational delivery.

PREREQ: Introductory course in Instructional Design.

EDST 635 Advanced Computer-Based Programming 3

Advanced topics in programming educational materials including control, graphics, calculations, response analysis, and data structures. Extensive experience with a single programming language appropriate to the special needs of education. May be cross-listed with CISC 635.

PREREQ: Introductory programming course in the language of the course taught.

EDST 636 Advanced Educational Psychology 3

Study of research and theory in educational psychology and their application to instruction and schooling.

EDST 640 Philosophy of Education 3

Study of the philosophical assumptions basic to, and expressed in, American education; application of philosophy to the clarification of professional positions; construction of a personal philosophy of education.

RESTRICTIONS: Not open to students with credit in EDST 340.

EDST 641 Social Philosophy and Education 3

Study of the ideological assumptions of Conservatism, Liberalism, Marxism, and the New Left and their expression in American education; and application of social philosophy to the clarification of professional problems.

EDST 642 Introduction to Technology in Special Education and Rehabilitation 3

Introduction to concepts and skills in special education technology including instructional software, augmentative communication systems, assistive technology, interactive video, robotics, artificial intelligence, electronic networks, and activity aids.

PREREQ: EDST 230 or EDST 697.

RESTRICTIONS: Designed for students in the Special Education and Rehabilitation specialization.

EDST 643 Computer-Assisted Instruction in Remedial and Special Education 3

Focuses on the design and evaluation of instructional technology for elementary and secondary-school students with disabilities. Presents instructional design principles and their application to the development, implementation and evaluation of computer-assisted and multimedia instruction.

PREREQ: EDST 642, EDST 679.

RESTRICTIONS: Designed for students in the Special Education and Rehabilitation specialization.

EDST 644 Augmentative and Alternative Communication 3

Focuses on augmentative and alternative communication systems for students with disabilities, especially in the elementary, secondary and post-secondary school setting. Topics include assessment of functional communication needs, matching those needs to communication strategies and devices, and generalization of communication skills.

PREREQ: EDST 642.

RESTRICTIONS: Designed for students in the Special Education and Rehabilitation specialization.

COURSE SYLLABUS

EX 435 METHODS AND CURRICULUM (SEVERE-PROFOUND DISABILITIES)
3 s.h.

I. COURSE DESCRIPTION

Prerequisites: EX 221, EX 222, EX 321, EX 322, EX 340

Emphasizes methods designed to facilitate the development of an integrated, functional, and community-based curriculum that will prepare students for participation in a wide variety of postschool environments.

II. COURSE OBJECTIVES

This course is designed to develop:

- A. knowledge and understanding of the history, development, terminology, and educational programs for the students with severe and profound disabilities in various educational settings;
- B. knowledge and understanding of task analysis;
- C. the ability to organize, plan, and carry out classroom experiences using appropriate techniques, materials and equipment to fulfill educational goals;
- D. the ability to plan and implement classroom experiences using age-appropriate materials and evaluating the materials according to the criteria for ultimate functioning;
- E. the ability to design and implement appropriate behavior management techniques for use in educational settings;
- F. knowledge and understanding of problems faced by parents and siblings;
- H. knowledge and understanding of communication skills required to conduct parent-teacher and professional conferences;
- I. the ability to use diagnostic and prescriptive teaching and record-keeping procedures in the educational and community settings;
- J. skills in developing ecological inventories to support community-based instruction, postschool employment, and residential opportunities;

- K. knowledge and understanding of the best practices regarding inclusion and integration in accordance with federal and state guidelines;

III. COURSE OUTLINE	% Time
A. Students with Severe and Profound Disabilities	5 %
1. Characteristics	
2. Classification systems	
3. Adaptive behaviors related to classification	
B. Appropriate Education	5 %
1. Rights and responsibilities	
2. Least restrictive environment	
C. Parent Education and Participation	5 %
1. Attitudes	
2. Conference and participation in educational goals	
3. Communication and counseling	
4. Organization and resources	
5. School/home interactions and program carryover	
D. Meaningful Assessment and Individual Educational Programming for Persons with Severe and Profound Handicaps	10 %
1. By psychologist	
2. By other team members	
3. By classroom teacher	
4. Available tools	
5. Observation	
6. Data collection	
E. Integration of Persons with Severe Disabilities	5 %
1. School	
2. Community	
F. Task Analysis	10 %
1. Introduction to task analysis	
2. Marc Gold's phase sequence	
3. Chaining	
4. Using task analysis to design prescriptive educational program plans	
G. Community-Based Instruction	10 %
1. Ecological inventories	
2. School, community, and home	
3. Program implementation	
4. Carrying out program	

- | | | |
|----|---|------|
| H. | Behavior Management | 10 % |
| | 1. Modifying and shaping behavior | |
| | 2. Attending behaviors | |
| | 3. Functional analysis | |
| | 4. Understanding communicative intent | |
| | 5. Positive programming | |
| I. | Perceptual and Motor Development | 5 % |
| | 1. Stimulation and skill development | |
| | 2. Gross and fine motor | |
| | 3. Visual and auditory | |
| | 4. Tactile and haptic | |
| | 5. Visual-motor | |
| J. | Functional Language Skill Development | 5 % |
| | 1. Receptive language | |
| | 2. Expressive language | |
| | 3. Alternative and types of
augmentative communication | |
| K. | Social Skill Development | 5 % |
| | 1. Adjustment with peers, family, adults | |
| | 2. Interaction skills | |
| | 3. Play skills | |
| L. | Physical Management and Handling of the
Student with Physical Disabilities | 10 % |
| | 1. Moving | |
| | 2. Positioning | |
| | 3. Equipment | |
| | 4. Resources | |
| M. | Functional Self-Help Skills | 5 % |
| | 1. Eating | |
| | 2. Dressing/undressing | |
| | 3. Toileting/training | |
| | 4. Grooming | |
| N. | Functional Domestic and Community Skills | 10 % |
| | 1. Self-management | |
| | 2. Recreation | |
| | 3. Vocational | |
| | 4. Opportunities | |
| | 5. Choice making | |

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

Completion of assigned reading in text and selected journal articles.

Participation in class discussion/activities.

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

Ecological Inventory Project. Each student will conduct three ecological inventory assessments. These will be conducted in the vocational, leisure, community or domestic domains and will lead to the identification of content to be included within the curriculum and targeted for instruction. Each assessment must be conducted in a different domain and should address a different skill area (e.g. self-help, social, communication, money etc...). 100 points.

Instructional Program Project. Each student will develop three instructional programs. The individual programs will address the skill area targeted for instruction in the ecological inventory projects. Instructional programs will include data sheets and graphs. 100 points.

V. EVALUATION METHODS

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

90 - 100%	= A	Exams	50%
80 - 89%	= B	Ecological Inventories	25%
70 - 79%	= C	Instructional Programs	25%
60 - 69%	= D		
59% & below	= F		

VI. REQUIRED TEXT

Snell, M. E. (1987). Systematic instruction of severe handicaps. Columbus: Merrill.

VII. REFERENCES

- Azrin, N. H., & Foxx, R. M. (1991). Toileting training persons with developmental disabilities. Champaign, IL: Research Press.
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LSC Use Only
 Number: _____
 Action: _____
 Date: _____

UWUCC Use Only
 Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification

I. Title/Author of Change

Course/Program Title: AT 330 Arts and Crafts for Mentally and/or Physically
 Suggested 20 Character Course Title: _____ Handicapped
 Department: Special Education and Clinical Services
 Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Delete Course from Requirements
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals



 Department Curriculum Committee



 Department Chairperson

 College Curriculum Committee

 College Dean *

 Director of Liberal Studies
 (where applicable)

 Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
 to LSC: _____
 to UWUCC: _____

Semester to be
 implemented: _____

Date to be
 published
 in Catalog: _____

#175 25-JAN-1993 11:00:55.30

38a

From: GROVE::JBF "Jerry B. Fiddler"
To: CLARICE_REBER, RICHARD_NOWELL, MBN
CC:
Subj: EX Curriculum Revisions, Art Department Response

From: GROVE::TDEFURIO 25-JAN-1993 09:25:28.78
To: JERRY_FIDDLER
CC:
Subj: AE 330: Art For The Mentally and Physically Handicapped

This is to acknowledge your recent memo, and to let you know that the Dept. of Art has no objection to the curricular revision which you describe. We have not been able to offer AE 330 regularly during recent years, thus the modification of your program makes sense to us. Good luck with your new curricular revision. Jerry, I forgot to include a cross copy of this memo to Clarice Reber, could you inform her about this memo also. Thanks, again, best wishes.

MAIL>

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LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification



I. Title/Author of Change

Course/Program Title: MU 335 Music for Mentally and/or Physically Handicapped
Suggested 20 Character Course Title: _____
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Delete Course from Requirements
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____ Department Curriculum Committee	 _____ Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

LSC Use Only
 Number: _____
 Action: _____
 Date: _____

UWUCC Use Only
 Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

* see Summary of changes Document Form for rationale and justification.


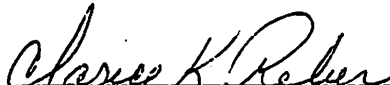
I. Title/Author of Change

Course/Program Title: HP 372 Health and Physical Education for Special Populations
 Suggested 20 Character Course Title: _____
 Department: Special Education and Clinical Services
 Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Delete Course from Requirements
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 Department Curriculum Committee	 Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

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IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
Date Submitted to UWUCC: _____		




Indiana, Pennsylvania 15705

Date: January 25, 1993

Subject: MU 335 - Music for the Exceptional Student

To: Dr. Jerry Fiddler
Special Education

From: Calvin E. Weber, Chairperson
Department of Music



To confirm our telephone conversation of last semester, this is to acknowledge receipt of your message notifying us of your change in the curriculum for students enrolled in the degree program in special education. Following discussions with both you and Clarice Reber, your department chair, we have concluded that MU 335 will be offered in the spring semester 1993 for the benefit of any student finishing the old curriculum. Assuming that your new curriculum reflecting the revisions will be in place the fall 1993 our course will not be offered each semester, but once every two years for any of your students who may still wish to take it as an elective as well as any of our students who may have an interest in that area. I understand the rationale for your decision to delete this course in your curriculum. If you wish to discuss this matter any further, please do not hesitate to contact me.

Date: November 16, 1992

Subject: HP 372, Health and Physical Education
for Special Populations

To: Dr. Jerry Fiddler, Chairperson
EX Curriculum Committees

From: Dr. Jim Mill, Chairman
Health and Physical Education

I appreciate you informing me of the status of the curricular revision you are currently conducting in the EX Program. Having just gone through it with the Health and Physical Education Department, I understand what a monumental task it is. I had heard "rumblings" that HP 372 might be eliminated from the curriculum, and I was hoping the course might get a reprieve. I am disappointed from a purely selfish reason. I truly enjoyed working with your students and each semester looked forward to the HP 372 class. You have a unique group of EX majors. I found them to be bright, articulate, very caring, concerned and responsible, and I will miss interacting with them. However, I realize many times during curricular revisions, departments find themselves struggling to find enough credit hours to fit all the courses that are important to the major.

We will continue to keep the HP 372 course as an elective in the Health and Physical Education Department. I was making application to have it be considered for an intensive writing course, but I will put that action on hold. Inform your students that if they are looking for an elective, they are more than welcome to enroll in the HP 344 class, Adapted Physical Education.

I wish you the best in getting the curriculum revision completed, approved, and implemented.

JM/ao

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

* see Summary of changes Document Form for rationale and justification.

I. Title/Author of Change

Course/Program Title: EX 362 Psychology of Reading in Language Processing
Suggested 20 Character Course Title: _____
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Delete Course
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

	
_____ Department Curriculum Committee	_____ Department Chairperson

_____ College Curriculum Committee	_____ College Dean *
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_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)
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*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

MEMO

November 17, 1992

TO: Dr. Jerry Fiddler, Chair
Program Committee
Education of the Exceptional

From: Nelson Bormann, Chair
Speech-Language Pathology (SLP) Program Committee

At the request of Clarice Reber, Chair of the Special Education Department, the SLP Program Committee considered the proposed deletion of EX 362 Psychology of Reading and Language Processes and the potential impact of such a deletion on the SLP Program. If EX 362 is deleted, the SLP Program Committee will find requiring EX 222 Methods of Teaching Reading in its place to be very acceptable. Mrs. Reber has indicated that such a change would be feasible from the scheduling perspective.

LSC Use Only
 Number: _____
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 Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

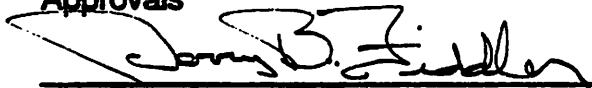

I. Title/Author of Change

Course/Program Title: EX 370 Assessment of the Mentally and/or Physically
 Suggested 20 Character Course Title: _____ Handicapped
 Department: Special Education and Clinical Services
 Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Delete Course
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____ Department Curriculum Committee	 _____ Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

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IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

LSC Use Only

Number: _____
Action: _____
Date: _____

UWUCC Use Only

Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. * see Summary of Changes Document Form for rationale and justification.
Title/Author of Change

Course/Program Title: EX 410 Seminar in Special Education
Suggested 20 Character Course Title: _____
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Delete Course
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

	
Department Curriculum Committee	Department Chairperson

_____	_____
College Curriculum Committee	College Dean *

_____	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

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IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

LSC Use Only
 Number: _____
 Action: _____
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UWUCC Use Only
 Number: _____
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 Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

I. Title/Author of Change

EX 120 Introduction to Exceptional Persons to

Course/Program Title: EX 111 Introduction to Exceptional Persons

Suggested 20 Character Course Title: Intro EX Persons

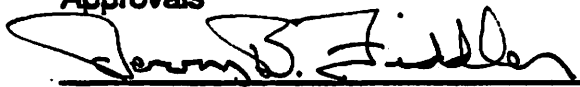

Department: Special Education and Clinical Services

Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Number Change and Course Description
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____	 _____
Department Curriculum Committee	Department Chairperson
_____	_____
College Curriculum Committee	College Dean *
_____	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

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IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

EX 111 INTRODUCTION TO EXCEPTIONAL PERSONS

3c-01-3sh

Prerequisite: For Departmental Majors and Official Incoming
Transfers Only

Surveys characteristics, needs, problems, and behavior patterns of individuals who have disabilities or who are gifted. Develops and understanding and knowledge of individuals with sensory, behavioral, physical, cognitive, language, and learning disabilities. Acquaints students with history and legislative bases of special education.

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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

I. Title/Author of Change

EX 220 Typical and Atypical Growth and Development to
EX 112 Typcial and Atypical Growth and Development
Course/Program Title: _____
Suggested 20 Character Course Title: Typ & Atyp Grwth/Dev
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Number Change and Course Description
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals


Department Curriculum Committee


Department Chairperson

College Curriculum Committee

College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

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IV. Timetable

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to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

EX 112 TYPICAL AND ATYPICAL GROWTH AND DEVELOPMENT 3c-01-3sh

Prerequisites: EX 111, PC 101

Presents foundations of human growth from conception through adolescence. Considers the biological, cultural, educational, and parental influences that shape the child, as well as selective examples of typical and atypical cognitive, physical, and social development.

LSC Use Only
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UWUCC Use Only
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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

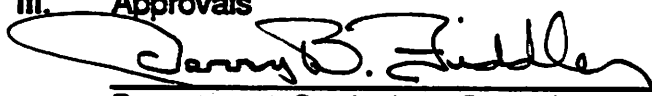

I. Title/Author of Change

*See Summary of Changes Document Form for rationale and justification
 Course/Program Title: EX 480 Selected Problems to EX 480 Seminar in Special
 Suggested 20 Character Course Title: Seminar Education
 Department: Special Education and Clinical Services
 Contact Person: Dr. Mary Beth Noll

II. If a course, is it being Proposed for:

- Name Change
- _____ Course Revision/Approval Only
- _____ Course Revision/Approval and Liberal Studies Approval
- _____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____ Department Curriculum Committee	 _____ Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

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IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
Date Submitted to UWUCC: _____		

LSC Use Only

Number: _____
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 Date: _____

UWUCC Use Only

Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

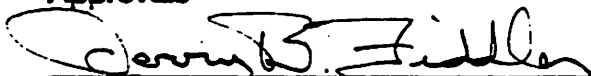



I. **Title/Author of Change** EX 490 Ethical and Professional Behavior
 EX 440 Ethical and Professional Behavior

Course/Program Title: _____
 Suggested 20 Character Course Title: Eth & Prof Behav
 Department: Special Education and Clinical Services
 Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:**

- Number Change and Course Description Change
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. **Approvals**

 _____ Department Curriculum Committee	 _____ Department Chairperson
 _____ College Curriculum Committee	 _____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

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IV. **Timetable**

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

EX 440 ETHICAL AND PROFESSIONAL BEHAVIOR

1c-01-1sh

Prerequisite: Departmental Permission

Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students. Provides information to facilitate the student teaching experience.

LSC Use Only

Number: _____
 Action: _____
 Date: _____

UWUCC Use Only

Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. * see Summary of Changes Document Form for rationale and justification.
Title/Author of Change EX 240 Teaching Mathematics for the Mentally and/or Physically Handicapped to EX 221 Methods of Teaching Mathematics to
Course/Program Title: Persons with Disabilities
Suggested 20 Character Course Title: Meth Tch Math/Disab
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:
 Number Change and Name Change; Course Description and Pre-Requisite Changes
 Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 Department Curriculum Committee
 Department Chairperson

_____ College Curriculum Committee
 _____ College Dean *

_____ Director of Liberal Studies (where applicable)
 _____ Provost (where applicable)

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IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
 to UWUCC: _____

EX 221 METHODS OF TEACHING MATHEMATICS TO PERSONS WITH
DISABILITIES 3c-01-3sh

Prerequisites: EX 111, MA 151

Incorporates recent developments in curriculum and instructional techniques for teaching mathematical concepts and skills. Emphasizes the development, use, and adaptation of manipulatives and visual aids to enhance the abilities of students with special needs.

Department of Mathematics
Indiana University of Pennsylvania
330 Sngat Hall
Indiana, Pennsylvania 15705-1072

50a

412, 387-2800



To: Dr. Jerry B. Fiddler, Chairperson
Curriculum Committee
Division for the Education of Exceptional Persons
Department of Special Education and Clinical Services
212 Davis Hall

From: Gerald Burick, Chairperson *GMB*
Mathematics Department

Date: November 16, 1992

Subject: EX 240

Thank you for your correspondence of November 10, 1992 informing me that you will be changing the course number and title of EX 240 and altering the course slightly. I understand you will propose changing it to EX 221 Methods of Teaching Mathematics to Persons with Disabilities. Dr. Ann Massey has been representing the Mathematics Department in discussions about these changes and she has kept me informed of your progress.

I wish to assure you of our desire to continue teaching this course in the Mathematics Department after these changes are approved. Unless you request otherwise, one section will be offered each semester.

If you have any questions, please contact me.

cc: Dr. Ann Massey
Mrs. Clarice Reber
Dr. Richard C. Nowell

LSC Use Only
 Number: _____
 Action: _____
 Date: _____

UWUCC Use Only
 Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.



I. Title/Author of Change

EX 251 Methods of Teaching Reading to
 Course/Program Title: EX 222 Methods of Teaching Reading to Persons with Disabilities
 Suggested 20 Character Course Title: Meth Tch Read/Disab
 Department: Special Education and Clinical Services
 Contact Person: Dr. Marybeth Noll

II. If a course, is it being Proposed for:

- Number Change, Name Change, Course Description Change; Pre-Requisite Changes
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____	 _____
Department Curriculum Committee	Department Chairperson
_____	_____
College Curriculum Committee	College Dean *
_____	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

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IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
Date Submitted to UWUCC: _____		

EX 222 METHODS OF TEACHING READING TO PERSONS WITH DISABILITIES
3c-01-3sh

Prerequisite: EX 111

Presents basic concepts of developmental reading instruction and systematic coverage of methods of teaching reading from readiness stages through eighth grade. Diagnostic-prescriptive techniques are included.

The study of reading...
...to persons with disabilities...
...diagnostic-prescriptive...
...techniques are included.

It is a course...
...approved by the...
...Liberal Studies...
...approved by the...
...approved by the...

Department Curriculum Committee
College of Education

Faculty of Liberal Studies
College of Education

* Special Dept. must...
...approved by...
...approved by...
...approved by...
...approved by...

Date of Catalog
Date of Catalog
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UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. * see Summary of Changes Document Form for rationale and justification.
Title/Author of Change EX 343 Content Area Subjects for the Mentally and/or Physically Handicapped to EX 322 Methods of Teaching Content Area Subjects to Persons with Disabilities
Course/Program Title: _____
Suggested 20 Character Course Title: Meth Tch Cont/Disab
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:**
 X Number Change and Name Change ; Course Description and Pre-Requisite Changes
 Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. **Approvals**



Department Curriculum Committee



Department Chairperson

College Curriculum Committee

College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

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IV. **Timetable**

Date Submitted to LSC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

to UWUCC: _____

EX 322 METHODS OF TEACHING CONTENT AREA SUBJECTS TO PERSONS WITH DISABILITIES 3c-01-3sh

Prerequisite: EX 111

Overview of methods for teaching science and social studies at the elementary- and secondary-level students with disabilities. Emphasizes scope and sequence, and teaching and evaluative techniques. Provides strategies for teaching in integrated educational environments.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

I. **Title/Author of Change** EX 353 Reading and Other Language Arts for the Mentally and/or Physically handicapped to EX 321 Methods of Teaching
Course/Program Title: Language Arts to persons with Disabilities
Suggested 20 Character Course Title: Meth Tch LgArt/Disab
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:**

- Number Change and Name Change; Course Description and Pre-Requisite Changes
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. **Approvals**

	
Department Curriculum Committee	Department Chairperson

_____	_____
College Curriculum Committee	College Dean *

_____	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

LSC Use Only
 Number: _____
 Action: _____
 Date: _____

UWUCC Use Only
 Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET

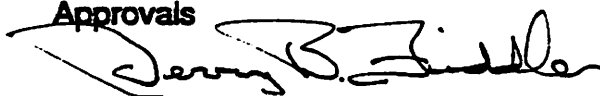

University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

I. **Title/Author of Change** EX 450 Methods and Curriculum Planning for Mildly and Moderately Handicapped to EX 425 Methods and Curriculum
Course/Program Title: (Mild-Moderate Disabilities)
Suggested 20 Character Course Title: Meth & Curr/Mild-Mod
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:**
 Course Revision, Including Number Change and Name Change;
 Course Revision/Approval Only Pre-Requisite Change
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. **Approvals**

	
_____ Department Curriculum Committee	_____ Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

COURSE REVISION

Description of the Curriculum Change:

The course number and name of EX 450 Methods and Curriculum Planning for Mildly and Moderately Handicapped will be changed to EX 425 Methods and Curriculum (Mild-Moderate Disabilities). Content will also be revised to address referral and identification procedures and assessment techniques.

Justification/Rationale:

The number is being changed to reflect course sequencing. The revision of this course, in combination with the creation of its counterpart EX 435 Methods and Curriculum (Severe-Profound Disabilities), allows for more efficiency in course offerings. Specifically, the previous assessment course will be deleted so that the content once covered will be addressed in these two courses and in a manner that directly ties assessment to instruction. Further, course overlap will be eliminated. The course name is being changed to reflect state and national emphasis on skill development in two general areas (mild-moderate disabilities and severe-profound disabilities) as well as to reflect the mandate to eliminate the term "handicapped."

By streamlining course offerings, it will be possible to delete the assessment course while retaining its content in a more relevant framework. Technical information previously covered in the deleted undergraduate assessment course will continue to be covered in EP 377 Educational Tests and Measurements, a requirement for Education of Exceptional Persons majors.

The content of this course and the skills taught are required by certification standards of the Bureau of Special Education of the Pennsylvania Department of Education and the accreditation standards of the Council for Exceptional Children and NCATE.

EX 425 METHODS AND CURRICULUM (MILD-MODERATE DISABILITIES)
3c-01-3sh

Prerequisites: EX 221, EX 222, EX 223, EX 321, EX 340

Provides in-depth examination of assessment methods, strategies, and curricula. Emphasizes assessment methods and strategies used in a variety of service models that serve elementary- and secondary-level students with learning disabilities, behavioral disorders, mild mental retardation, and high-functioning autism.

COURSE SYLLABUS

EX 425 METHODS AND CURRICULUM (MILD-MODERATE DISABILITIES)
3 s.h.

I. COURSE DESCRIPTION

Prerequisites: EX 221, EX 222, EX 321, EX 322, EX340

Provides in-depth examination of assessment methods, strategies, and curricula. Emphasizes assessment methods and strategies used in a variety of service models that serve elementary- and secondary-level students with learning disabilities, behavioral disorders, mild mental retardation, and high-functioning autism.

II. COURSE OBJECTIVES

This course is designed to develop:

- A. the ability to demonstrate through discussion and class projects a general knowledge of research on teaching and learning theory;
- B. the ability to discuss and will consider the varied service models available for students with disabilities when planning for their needs at both elementary and secondary levels;
- C. the ability to demonstrate understanding of national and state prereferral practices, with emphasis on the instructional support process;
- D. the ability to understand the components of PL 94-142, with emphasis on IEP development and using the IEP as a vehicle for planning and coordinating the student's educational program;
- E. the ability to demonstrate understanding of national and state referral, identification, and placement procedures;
- F. the ability to use informal and formal assessment procedures to plan appropriate educational programs and monitor educational progress;
- G. the ability to verbally explain and demonstrate through class projects considerations in planning for the multicultural population in our schools;
- H. the ability to demonstrate knowledge of the basic elements of a functional curriculum for students with learning and behavior problems which takes into account their past experience, and their present and future personal, social, physical, and emotional needs;

- I. the ability to demonstrate detailed knowledge of procedures, methods, and techniques utilized in organizing and managing the teaching learning environment for students with mild and moderate learning and behavior problems;
- J. the ability to demonstrate knowledge of how to select, evaluate, adapt, and develop materials which are appropriate to the interest, experience, and developmental level of these students;
- K. the ability to demonstrate competency through assigned projects using bulletin boards for teaching, preparing lesson plans, organizing for unit teaching, and preparing learning center, curriculum files, IEPs, and other teaching materials;
- L. basic communication skills in working with and utilizing paraprofessionals, other professionals, students, and parents in the educational program;
- M. the ability to refer to and relate new technologies of instruction in planning, programming, and teaching.

III. COURSE OUTLINE

	% Time
A. Review of Research	5 %
1. Special education setting	
2. General education setting	
B. Prereferral Practices	5 %
1. Instructional support processs	
2. Effective prereferral practices	
3. Least restrictive environment	
C. Referral, Identification, and Placement Process	5 %
1. PL 94-142: Letter and intent of the law	
2. Multidisciplinary evaluation	
3. Types of service delivery models	
4. Continuum of services philosophy	
5. Parental involvement	
6. School: Scheduling and monitoring issues	
D. Assessment for Planning Educational Performance and Evaluating Program Effectiveness	5 %
1. Use of formal assessment procedures	
2. Use of informal assessment, including CBA	
E. Special Problems of Multicultural Students	5 %
1. Inner city	
2. Rural	
3. African American	
4. American Indian	
5. Mexican American	

- | | | |
|----|---|------|
| F. | Individualized Educational Programs | 5 % |
| | 1. Federal law and state implementation | |
| | 2. Components of an IEP | |
| | 3. Participants | |
| | 4. Development of the plan | |
| | 5. Using the IEP for daily planning | |
| | 6. Assistive commercial programs | |
| G. | Instructional Planning | 10 % |
| | 1. Long range vs. daily planning | |
| | 2. IEP development | |
| | 3. Unit development | |
| | 4. Daily planning | |
| | a. preparation and components | |
| | b. presenting new information | |
| | c. planned use of cues | |
| | d. implementing the daily plan | |
| | e. providing effective independent practice | |
| H. | General Methods and Strategies | 10 % |
| | 1. Instructional bulletin boards | |
| | a. purpose | |
| | b. planning and use | |
| | 2. Learning centers | |
| | a. advantages | |
| | b. planning (multi-level) | |
| | c. use of self-corrective materials | |
| | 3. Unit teaching | |
| | a. rationale | |
| | b. formats for planning | |
| | c. how used for multi-level group teaching | |
| I. | Classroom Management | 10 % |
| | 1. Grouping | |
| | 2. Cooperative learning | |
| | 3. Physical facilities | |
| | 4. Scheduling | |
| | 5. Peer teaching | |
| | 6. Discipline/behavior management | |
| | 7. Arranging and managing materials | |
| | 8. Components of quality independent seatwork | |
| | 9. Monitoring independent work | |
| | 10. Record keeping | |
| J. | Guidelines for Development of Affective Instruction | 10 % |
| | 1. Teacher competencies | |
| | 2. The learning process | |
| | 3. The teaching process | |
| K. | Materials | 10 % |
| | 1. Selecting | |
| | 2. Commercial vs. teacher prepared | |
| | 3. Adapting | |

- | | | |
|----|---|-----|
| L. | Education of Students from Culturally Diverse and Linguistically Different Backgrounds | 5 % |
| | 1. Effects on performance | |
| | 2. Modifying instruction | |
| | 3. Perceptions of teacher behavior | |
| M. | Career Education | 5 % |
| N. | Guidelines for Communication with and Utilization of Others in the Carrying Out of Instruction and Programs | 5 % |
| | 1. Paraprofessionals | |
| | 2. Other professionals | |
| | 3. Peer tutors | |
| | 4. Parents/guardians | |
| O. | Technology and Instruction | 5 % |
| | 1. Chalkboard | |
| | 2. Programmed materials | |
| | 3. Microcomputers | |

IV. COURSE REQUIREMENTS

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

Completion of assigned readings in text.

Participation in class discussion and/or activities.

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

Lesson Plans. Each student will complete four lesson plans for four different academic areas. Lesson plans should include: an objective, materials, procedures and methods of evaluation. 25 points each (100 points total).

Learning Center. Each student will develop a learning center designed to supplement instruction in an academic subject. The learning center should include a description of the academic area, a listing of materials to be included in the center, a description of three different learning activities to be included in the center, data collection methods for each activity and rules/procedures for use of the learning center. 100 points.

Unit Plan. Each student will complete one unit plan consisting of a minimum of five lesson plans. The unit plan should include a cover page describing the intended student population, the unit topic, a unit objective and five lesson plans that will lead to the accomplishment of the units objectives. 100 points.

V. EVALUATION METHODS

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

90 - 100%	= A	Exams	25%
80 - 89%	= B	Lesson Plans	25%
70 - 79%	= C	Unit Plan	25%
60 - 69%	= D	Learning Center	25%
59% & below	= F		

VI. REQUIRED TEXT

Bos, C.S., & Vaughn, S. (1991). Strategies for teaching students with learning and behavior problems.
Needham Heights, MA: Allyn and Bacon.

VII. SUPPLEMENTAL TEXT

Huck, R., Myers, R., & Wilson, J. (1989). ADAPT: A development activity program for teachers (2nd ed.).
Pittsburgh: Allegheny Intermediate Unit.

VIII. REFERENCES

- Affleck, J. Q., Lowenbraun, S., & Archer, A. (1980).
Teaching the mildly handicapped in the regular classroom (2nd. ed.). Columbus: Merrill.
- Biklen, D. (1991). Achieving the complete school: Strategies for effective mainstreaming.
New York: Teachers College Press.
- Biklen, D., Ferguson, D., & Ford, A. (Eds.). (1992).
Schooling and disability. Chicago: National Society for the Study of Education.

- Blankenship, C., & Lilly, S. M. (1981). Mainstreaming students with learning and behavior problems: Techniques for the classroom teacher. New York: Holt, Reinhart, and Winston.
- Graden, J. L., Zins, J. E., & Curtis, M. J. (Eds.). (1992). Alternative educational delivery systems: Enhancing instructional options for all students. Kent, OH: National Association of School Psychologists.
- Hammill, D., & Bartel, N. (1986). Teaching students with learning and behavior problems. Boston: Allyn & Bacon.
- Jacobs, M., Turk, B., & Horn, E. (1991). Building a positive self-concept: 113 activities for adolescents. Columbia, MO: Hawthorne.
- Kindsvatter, R., & Wilen, W. (1992). Dynamics of effective teaching (2nd ed.). New York: Longman.
- Langone, J. (1990). Teaching students with mild and moderate learning problems. Boston: Allyn & Bacon.
- Marsh, G. E. II, Price, B. J., & Smith, T. E. C. (1983). Teaching mildly handicapped children: Methods and materials. St. Louis: Mosby.
- McCarney, S. B. (1991). The at-risk student in schools. Columbia, MO: Hawthorne.
- McClintock, R. O. (Ed.). (1988). Computing and education: The second frontier. New York: Teachers College Press.
- Mercer, C., & Mercer, A. (1985). Teaching students with learning problems. Columbus: Merrill.

- Meyen, E. L., Vergason, G. A., & Whelan, R. J. (1988). Effective instructional strategies for exceptional children. Denver: Love.
- Morgenstern, F. (1991). Teaching plans for handicapped children. Denver: Love.
- Olson, J., & Platt, J. (1991). Teaching children and adolescents with special needs. Riverside, NJ: Merrill/MacMillan.
- O'Shea, D. J., O'Shea, L. J., & Rosenberg, M. S. (1991). Student teacher to master teacher: A handbook for pre-service and beginning teachers of students with mild and moderate handicaps. Riverside, NJ: Merrill/MacMillan.
- Polloway, E. A., Patton, J. R., Payne, J. S., & Payne, R. A. (1989). Strategies for teaching learners with special needs. Columbus: Merrill.
- Pasternak, M. G. (1991). Helping kids learn multicultural concepts. Champaign, IL: Research Press.
- Schloss, P. J., & Sedlak, R. A. (1986). Instructional methods for students with learning and behavior problems. Boston: Allyn & Bacon.
- Wood, J. W. (1991). Adapting instruction for mainstreamed and at-risk students (2nd ed.). Riverside, NJ: Merrill/MacMillan.

OLD SYLLABUS

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EX 450 Methods & Curriculum Planning for Mildly and 3 credits
Moderately Handicapped

Prerequisites: Departmental Permission

Provides for in-depth examination of the methods, strategies, and curricula with which special educators are faced. Special projects of a practical nature are included to provide enrollees experiences with planning, application, analysis, and evaluation. Emphasis will be placed on methods and strategies used in a variety of service models to provide for and teach students with mild and moderate handicaps at elementary and secondary levels.

II. COURSE OBJECTIVES

1. Students will be able to demonstrate through discussion and class projects a general knowledge of research on teaching and learning theory.
2. Students will be able to discuss and will consider the varied service models available for handicapped students when planning for them at both elementary and secondary levels.
3. Students will be able to verbally explain and demonstrate through class projects considerations in planning for the multi-cultural population in our schools.
4. Students will be able to demonstrate knowledge of the basic elements of a functional curriculum for students with learning and behavior problems which takes into account their past experience, their present and future personal, social, physical and emotional needs.
5. Students will be able to demonstrate detailed knowledge of procedures, methods and techniques utilized in organizing and managing the teaching learning environment for students with mild and moderate learning and behavior problems.
6. Students will be able to demonstrate knowledge of how to select, evaluate, adapt, and develop materials which are appropriate to the interest, experience, and developmental level of these students.
7. In addition to the above the students will demonstrate competency, through assigned projects using bulletin boards for teaching, preparing lesson plans, organizing for unit teaching, and preparing learning centers, curriculum files, IEPs, and other teaching materials.
8. Students will be able to write IEPs and transfer the information to daily planning for this population.

9. Students will have basic communication skills working with and utilizing paraprofessionals, other professionals, students, and parents in the educational program.
10. Students will be able to refer to and relate new technologies of instruction in planning, programming, and teaching.

III. COURSE OUTLINE

A. Review of Research

1. Special Education Setting
2. Generic School Setting

B. Available Learning and Educational Environments

1. Types
2. Meeting the Needs

C. Special Problems of Multi-Cultural Students

1. Inner-City
2. Rural
3. American Indian

D. Guidelines for Development of Affective Instruction

1. Teacher Competencies
2. The Learning Process
3. The Teaching Process
4. Learning Theory

E. Instructional Planning

1. Long Range

IEP
Unit

2. Daily

Preparation & Components
Presenting New Information
Planned Use of Cues
Implementing the Daily Plan
Providing Effective Independent Practice

F. General Methods and Strategies

1. Instructional Bulletin Boards

Purpose
Planning & Use

2. Learning Centers

Advantages
 Planning (Multi-Level)
 Use of Self-Corrective Materials

3. Unit Teaching

Rationale
 Formats for Planning
 How Use for Multi-Level Group Teaching

G. Classroom Management

1. Grouping
2. Physical Facilities
3. Scheduling
4. Peer Teaching
5. Discipline/Behavior Management
6. Arranging and Managing Materials
7. Components of Good Independent Seatwork
8. Monitoring Independent Work
9. Recordkeeping

H. Materials

1. Selecting
2. Commercial
3. Teacher Prepared
4. Adapting

I. Individualized Educational Programs

1. Law
2. Components of an IEP
3. Participants
4. Development of the Plan
5. Using the IEP for Daily Planning
6. Assistive Commercial Programs

J. Career Education

1. School Based
2. School-Community Based

K. Guidelines for Communication with and Utilization of Others in the Carrying Out of Instruction and Programs

1. Paraprofessionals
2. Other Professionals
3. Peer Tutors
4. Parents/Guardians
5. Coordinating the Above

L. Technology and Instruction

1. Chalkboard
2. Programmed Materials
3. Microcomputers
4. Cautions of Use

IV. EVALUATION METHODS

- A. Two Major Tests
- B. Bulletin Board
- C. Lesson Plans
- D. Learning Center Plans
- E. Quizzes - based on class activity or lecture
- F. Class Participation & Special in Class Activities
- G. Curriculum File
- H. Selected Written Summaries of Recent Articles

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Schloss, Patrick, J. and Sedlak, Robert, A., (1986). Instructional Methods for Students with Learning and Behavior Problems, Boston, MA: Allyn and Bacon, Inc.

Supplemental Text: Bas, Candace S. and Vaughn, Sharon, (1988). Strategies for Teaching Students with Learning and Behavior Problems, Boston, MA: Allyn and Bacon, Inc.

Hammill, Donald D. and Bartel, Nettie R., (1986). Teaching Students with Learning and Behavior Problems (fourth edition), Boston, MA: Allyn and Bacon, Inc.

Mercer, Cecil D. and Mercer, Ann R., (1985). Teaching Students with Learning Problems, Columbus, OH: Charles E. Merrill Publishing Co.

Meyer, Edward L., Vergason, Glen A., and Whelan, Richard J., (1988). Effective Instructional Strategies for Exceptional Children, Denver, CO: Lone Publishing Co.

Palloway, Edward A., Payne, James S., Palton, James R., and Payne, Ruth Ann, (1985). Strategies for Teaching Retarded and Special Needs Learners, Columbus, OH: Charles E. Merrill Publishing Co.

VI. METHODOLOGY AND PROCEDURE

It is suggested that a combination of lecture-discussion, simulated activity experiences, and actual plan development be used. At the present time selected resource people from the schools are used to supplement the class instruction.

VII. REQUIREMENTS

- A. Class Participation is an integral requirement of this course due to the varied simulated learning activities during class time. Tests, quizzes, and varied in-class and out of class assignments will be given full credit only if student is in class to participate in the activity and/or turn in assignments on due dates.

Students will also be responsible for required text and outside readings.

B. Required Readings

1. Assigned Portions of the Text
2. Assorted Handouts
3. Pertinent Journal Articles

LSC Use Only

Number: _____
 Action: _____
 Date: _____

UWUCC Use Only

Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

- * see Summary of Changes Document Form for rationale and justification
- I. **Title/Author of Change** EX 464/564 Preschool Education of the Handicapped to
 EX 415/515 Preschool Education for Children with
 Disabilities
Course/Program Title: _____
Suggested 20 Character Course Title: Presch Educ/Disab
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:**

- X Name Change, Number Change, Course Description Change
 _____ Course Revision/Approval Only
 _____ Course Revision/Approval and Liberal Studies Approval
 _____ Liberal Studies Approval Only (course previously has been
 approved by the University Senate)

III. **Approvals**


 Department Curriculum Committee


 Department Chairperson

 College Curriculum Committee

 College Dean *

 Director of Liberal Studies
 (where applicable)

 Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted
 to LSC: _____
 to UWUCC: _____

Semester to be
 implemented: _____

Date to be
 published
 in Catalog: _____

EX 415 PRESCHOOL EDUCATION FOR CHILDREN WITH DISABILITIES
3c-01-3sh

Prerequisite: Departmental Permission

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood education, as an elective for other interested students in related fields, and as a priority course for Early Childhood Education majors.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

I. **Title/Author of Change** EX 430/530 Physical Disabilities and Psychological Handicaps to EX 418/518 Education of Persons with Physical or
Course/Program Title: Multiple Disabilities
Suggested 20 Character Course Title: Phys/Mult Disab
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:**

- Name Change, Number Change, Course Description Change, Pre-Requisite Change
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. **Approvals**

John B. Fiddle Department Curriculum Committee *Charles K. Peter* Department Chairperson

College Curriculum Committee College Dean *

Director of Liberal Studies Provost (where applicable)
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

LSC Use Only

Number: _____
 Action: _____
 Date: _____

UWUCC Use Only

Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

* see Summary of Changes Document Form for rationale and justification.

I. **Title/Author of Change** EX 457/557 Severe and Profound Retardation and Multiple Disabilities to EX 417/517 Education of Persons with Disabilities
Course/Program Title: Mental Retardation or Developmental Disabilities
Suggested 20 Character Course Title: MR/Dev Disab
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:**

- Course Revision, Including Name Change and Number Change ; Pre-Requisite Change
- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. **Approvals**


 Department Curriculum Committee


 Department Chairperson

 College Curriculum Committee

 College Dean *

 Director of Liberal Studies
 (where applicable)

 Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted to LSC: _____
 to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

COURSE REVISION**Description of the Curriculum Change:**

Changes are proposed in course number, name, and content of an existing dual-level course EX 457/557 Severe and Profound Retardation and Multiple Disabilities to EX 417/517 Education of Persons with Mental Retardation or Developmental Disabilities.

Justification/Rationale:

The course number is being changed to enhance program organization. The course name is being changed to reflect more accurately course content and to comply with federal policies regarding education of individuals with disabilities.

The dual-level course that was previously offered served as both a characteristics and methods course in severe and profound retardation. The proposed course is designed to be more comprehensive and to provide students with knowledge and understanding not only of individuals with severe and profound retardation, but also of the characteristics of individuals with mild and moderate retardation and other developmental disabilities. Course content will include a major component addressing autism/pervasive developmental disorders, as this category has been embraced by P.L. 101-457, The Individuals with Disabilities Act of 1990. Issues and trends relevant to service delivery for individuals with all levels of retardation and other developmental disabilities will also be included.

This course is designed for upper-level undergraduate majors in Education of Exceptional Persons who have qualified for junior standing. In addition, this course is designed for graduate credit for (a) Education of Exceptional Persons graduate students and (b) graduate students who wish to acquire knowledge and understanding of students in this disability area.

The content of this course and the skills taught are required by certification standards of the Bureau of Special Education of the Pennsylvania Department of Education and the accreditation standards of the Council for Exceptional Children and NCATE.

EX 417 EDUCATION OF PERSONS WITH MENTAL RETARDATION OR
 DEVELOPMENTAL DISABILITIES 3c-01-3sh

Prerequisite: Junior status or above

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 SYLLABUS

EX 417/517 EDUCATION OF PERSONS WITH MENTAL RETARDATION OR
DEVELOPMENTAL DISABILITIES 3 s.h.

I. 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.

II. COURSE OBJECTIVES

This course is designed to develop:

- A. knowledge and understanding of definitions, terminology, and the identification process;
- 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;
- 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;
- D. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
- E. knowledge and understanding of current issues and trends;
- F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery;
- G. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models;
- H. knowledge and understanding of importance of functional teaching approaches and ecological inventories;
- I. knowledge and understanding of designing individual and classroom behavior management plans;

- J. knowledge and understanding of collaborative consultation with professionals and parents;
- K. knowledge and skill in using computer software, alternate programming, assistive technology, and other current technology to enhance learning outcomes;
- L. skill in applying formal and informal assessment data to guide instructional decision-making.

III. COURSE OUTLINE

	% Time
A. Definitions and Terminology	5 %
B. Characteristics	5 %
C. Historical Perspectives	5 %
D. Definitions and Service Delivery Models	5 %
1. Integrated placement model	
2. Segregated placement model	
E. Research Documenting Similarities and Differences in the Developmental Characteristics of Students with Mild Learning and Behavioral Disorders	10 %
F. Theoretical Perspectives: Concepts and Implications,	10 %
1. Classification, etiological and descriptive research, and educational approaches	
2. Integration issues	
G. Medical Aspects	10 %
H. Autism: Research and Training Issues	10 %
I. Research and Issues in Assessment Procedures	10 %
1. Types of measures	
2. Educational relevance of assessment measures	
3. Technical adequacy and usefulness	
4. Biasing factors, including concerns regarding students from multiculturally and linguistically diverse backgrounds	
J. Learning Characteristics: Preschool through Adult	10 %
1. Functional academic skills	
2. Social and emotional aspects	
3. Career/vocational issues and service delivery models	

- K. Principles of Academic Remediation and Program effectiveness 10 %
1. Prescriptive teaching
 2. Functional curriculum: vocational and domestic
 3. Community-based instruction
 4. Communication skills
 5. Linguistically and culturally diverse students
 6. Use of technology to enhance instruction
- L. Collaborative Consultation and Teamwork 10 %
1. General educators
 2. Other agency personnel
 3. 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 mental retardation or developmental 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 as through successful completion of the following course requirements:

Completion of assigned reading from text and journals.

Participation in class discussion and/or activities.

Exams. Three exams consisting of multiple choice, completion, true-false and short essay items. 100 points each.

Journal Critique. Each student will complete critiques/analysis of five articles from professional journals. The critiques 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).

Two Course Projects:

1. Ecological Inventory. Each student will conduct an ecological inventory assessment project of a vocational or domestic environment leading to the identification of content to be included within the functional curriculum. 50 points.
2. Community Survey. Each student will conduct a community survey for a students local community. The objective of this assignment is to identify potential training site for community based instruction within the functional curriculum. 50 points.

GRADUATE STUDENT REQUIREMENTS:

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 course instructor. 100-points.

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%	10%
D = 60 - 69%*	Field Experience	25%
F = below 60%	Review Paper	25%

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

VII. REQUIRED TEXT

Beirne-Smith, M., Patton, J. R., & Payne, J. S. (1990).

Mental retardation. New York: Merrill.

VIII. REFERENCES

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- Blatt, B. (1987). The conquest of mental retardation.
Austin, TX: Pro-Ed.
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Communication assessment and intervention for adults
with mental retardation. Boston: College-Hill.
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handicapped child. Boston: College-Hill.
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treatment. New York: Guilford Press.
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retardation: A life-cycle approach. New York:
Merrill.
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New York: Teachers College Press.
- Ellis, K. (1990). Autism: Professional perspectives and
practice. London: Chapman and Hall.
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mental retardation. Boston: College-Hill.
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the delayed preschool child. New York: Guilford.
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for change: A comprehensive approach to the education
and treatment of children with autism and related
disorders. New York: Gardner Press.

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- Powers, M. D. (1990). Children with autism: A parent's guide. Rockville, MD: Woodbine House.
- Rusch, F. R., DeStefano, L., & Chadsey-Rusch, J. (1992). Transition from school to adult life: Models, linkages, and policy. Chicago: Sycamore.
- Schloss, P. J., Hughes, C. A., & Smith, M. A. (1988). Mental retardation: Community transition. San Diego: Singular Publishing.
- Schreibman, L. E. (1988). Autism. Newbury Park, CA: Sage Publications.
- Simons, J., & Oishi, S. (1990). The hidden child: The Linwood method for reaching the autistic child. Rockville, MD: Woodbine House.
- Simpson, R. L., & Zions, P. (1992). Autism: Information and resources for parents, families and professionals. Austin, TX: Pro-Ed.
- Stark, J. A., Menolascino, F. J., Albarelli, M. H., & Gray, V. C. (Eds.). (1988). Mental retardation and mental health: Classification, diagnosis, treatment, services. New York: Springer-Jerlag.
- Tver, D. F., & Tver, B. M. (1991). Encyclopedia of mental and physical handicaps. Austin, TX: Pro-Ed.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EX 457 Severe and Profound Retardation and/or Multiple Disabilities

3 credits

Prerequisites: Departmental Permission

Provides for methods and strategies for teaching and programming for the severe and profound mentally retarded and severely disabled in the educational setting. Emphasizes methods of providing stimulation and skill development in the basic developmental areas.

II. COURSE OBJECTIVES

1. The students will be able to demonstrate through verbal discussion, and in writing that he/she has knowledge of the history, development, terminology, and operation of educational programs for the severe and profoundly handicapped in the various educational settings, to the satisfaction of the instructor.
2. The students will be able to demonstrate the procedures of, and formats of task analysis by analyzing and constructing task analysis in written form for various given tasks to the satisfaction of the instructor.
3. The students will be able to relate the goals of education of the severe and profoundly handicapped to the curricula suited to achieving the goals by listing goals and giving examples of what should be taught to achieve each goal, to the satisfaction of the instructor.
4. The students will be able to organize, plan, and carry out classroom experiences using appropriate techniques, materials, and equipment to fulfill the goals for education of the severe and profoundly handicapped, and will demonstrate this ability to do so through written assignments in class and through practical supervised simulated experiences, to the satisfaction of the instructor.
5. The students will be able to organize, plan, and implement classroom experiences using techniques and materials for appropriate ages, abilities, developmental levels, and specific handicapping conditions. Also, to demonstrate these skills, to the satisfaction of the instructor, through classroom discussion, role playing, project construction, and written evaluations.
6. The students will be able to apply behavior modification and behavior shaping techniques, and use good judgement as to the advisability and usability of such a technique within a classroom setting or other institutional or residential setting. The student will demonstrate the competency through written evaluation, and when given a set of circumstances, will be able to plan a given program to the satisfaction of the instructor.

7. The students will be able to demonstrate through written evaluation and stimulated experiences that he/she has developed competency in the knowledge of problems faced by parents and siblings of the severe and profoundly handicapped; and knowledge of techniques of counseling and of implementing parent-teacher conferences to the satisfaction of the instructor.
8. The students will be able to demonstrate to the satisfaction of the instructor that he/she can use diagnostic and prescriptive teaching and record keeping in the educational setting, through actually using diagnostic information, writing prescriptions, and recording given information.

III. COURSE OUTLINE

A. Severe and Profound Mentally Retarded and Multi-Disabled

Who are they?

1. Characteristics
2. Comparing adaptive behavior of Severe Mentally Retarded to Trainable Mentally Retarded and Educable Mentally Retarded.

B. Rights to Appropriate Education

1. Rights and Responsibilities

C. Parent Education and Participation

1. Attitudes
2. Conference and Participation in Educational Goals
3. Communication and Counseling
4. Organizations and Resources
5. School/Home Interactions and Carryover of Programs

D. Meaningful Assessment and Individual Educational Programming for Persons with Severe and Profound Handicaps

1. By Psychologist
2. By Other Team Members
3. By Classroom Teacher
4. Available Tools
5. Observation
6. Data Collection

E. Instructional Assessment

1. Present
2. Ongoing

F. Task Analysis

1. Introduction to Task Analysis
2. Marc Gold's Phase Sequence
3. Chaining

G. Prescriptive Planning

Why use it?

1. Formats
2. How to Use Prescriptive Plans

H. Behavior Management

1. Modifying and Shaping Behavior
2. Attending Behaviors

I. Perceptual Stimulation

What is it?

1. Areas Included
2. General Suggestions

J. Perception Skill Development

1. Body Concepts
2. Visual
3. Auditory
4. Tactile and Haptic

K. Motor Skill Development

1. Gross
2. Fine
3. Visual-Motor

L. Functional Language Skill Development

1. Receptive Language
2. Expressive Language
3. Alternative and Types of Augmentations Communication

M. Social Skill Development

1. Adjustment
 - Family
 - Others
2. Interaction Skills
3. Play Skills

N. Physical Management and Handling of the Involved Child

1. Moving
2. Positioning
3. Equipment
4. Resources

O. Functional Self-Help for the Physically Non-Involved Student

1. Eating
2. Dressing/Undressing
3. Toileting Training
4. Grooming

**P. Basic Care and Skill Development of the Physically Involved Student
Functional**

1. Eating
2. Dressing/Undressing
3. Toilet Training and Care
4. Grooming

Q. Functional Domestic and Community Skills

1. Skills Required or Needed
2. Home
3. Community

R. Functional Recreation and Vocational Skills

1. Home
2. School
3. Community
4. Opportunities

IV. EVALUATION METHODS

1. Three Exams
2. One Quiz
3. Readings
 - a. Test Assignments
 - b. Research and Techniques Articles
4. Class Participation and In Class Assignments
5. Project

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Snell, Martha E., Systematic Instruction of Persons with Severe Handicaps, Merrill Publishing Company, Columbus, Ohio, 1987.

VI. BIBLIOGRAPHY

Gold, M. (1980). Try Another Way: Training Manual. Champaign, IL: Research Press.

Palmer, M.L. & Toms, J.E. (1980). Manual for Functional Training. Philadelphia, PA: F.A. Davis Company.

Warsinske, S.G. (1988). Theory into action: Designing a Functional Program for Learners with Moderate-Severe Handicaps. Harrisburg, PA: Central Pennsylvania Special Education Regional Resource Center.

SUGGESTED JOURNAL ARTICLES:

Avero, Ariene (1987). A survey of activities engaged in skills mostly needed by adults in community residences. Journal of the Association for persons with Severe Handicaps, 12 125-130.

Burton, T.A. (1987). Teaching adaptive behavior skills to moderately and severely handicapped individuals: Best practices for facilitating independent living. Journal of Special Education, 21 149-165.

Campbell, P.H. (1987). The integrated programming team: An approach for coordinating professionals of various disciplines in programs for students with severe and multiple handicaps. Journal of the Association for Persons with Severe Handicaps, 12 107-116.

Hinderscheit, L.R. & Reichle, J. (1987). Teaching direct select color encoding to an adolescent with multiple handicaps. Augmentative and Alternative Communication, 3 137-142.

Holt, Eleanor (1987). Community training homes: Alternative placement for a child with disabilities. Exceptional Parent, 17 46-49.

Hulme, J.B. (1987). Effects of adapting seating devices on the eating and drinking of children with multiple handicaps. American Journal of Occupational Therapy, 41 81-89.

Kinney, P.G. Technology competencies for teachers of young children with severe handicaps. Topics in Early Childhood Special Education, 7 105-115.

Repp, A.C. Nieminen, G.S. Olinger, E. & Brusca, R. (1987). Direct observation: Factors affecting the accuracy of observers. Exceptional Children, 55 (1) 20-36.

Spooner, Fred (1986). Comparisons of modified backward chaining: Backward chaining with leap-aheads and reverse chaining with leap-aheads. Education and Treatment of Children, 10 206-210.

Whiteley, J.H., Dowson, H. & Michael, R.J. (1987). Sensory reinforcement of head turnintg with non-ambulatory, profoundly mentally retarded persons. Research in Developmental Disabilities, 8 413-426.

Revised 1/89

Revised 2/89

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. **Title/Author of Change** EX 341 The Socially and Emotionally Maladjusted to
EX 416/516 Education of Persons with Emotional or
Behavioral Disaorders
Course/Program Title: _____
Suggested 20 Character Course Title: Emot/Beh Disorders
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:** Dual-Level Course
 X Revision of an Existing Course to Dual-Level; Including Name Change,
Course Revision/Approval Only Number Change, and Pre-Requisite
_____ Course Revision/Approval and Liberal Studies Approval Change
_____ Liberal Studies Approval Only (course previously has been
approved by the University Senate)

III. **Approvals**

Jerry B. Fiddle Charles K. Riley
Department Curriculum Committee Department Chairperson

College Curriculum Committee College Dean *

Director of Liberal Studies Provost (where applicable)
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted to LSC: _____ **Semester to be implemented:** _____ **Date to be published in Catalog:** _____
to UWUCC: _____

COURSE REVISION**Description of the Curriculum Change:**

The proposed change will result in the creation of a dual-level course EX 416/516 Education of Persons with Emotional or Behavioral Disorders from an existing undergraduate course EX 341 The Socially and Emotionally Maladjusted.

Justification/Rationale:

The course number is being changed to enhance program organization. The course name is being changed to reflect federal mandates that eliminate the use of "de-humanizing" labels when referring to individuals with disabilities.

Both undergraduate and graduate versions of this course have been offered. The undergraduate course was required for all students seeking certification, and the graduate-level course was included for students seeking the M.Ed. concentration in Emotional Disturbance. By creating a dual-level course from the existing undergraduate course, it is possible to delete the graduate course: EX 665 Education of Children with Social Emotional Maladjustments, and allow students to obtain special education certification in an efficient manner. Although the graduate course was originally designed to be an advanced, in-depth version of the undergraduate course, students from other departments who enrolled in the course did not possess the same knowledge base as certified special education teachers who enrolled in the course. Therefore, this dual-level course is proposed in order to more efficiently meet the needs of (a) undergraduate and graduate students seeking special education certification, (b) undergraduate and graduate students who wish to acquire knowledge and understanding about students with these disabilities.

The content of this course and the skills taught are required by certification standards of the Bureau of Special Education of the Pennsylvania Department of Education and the accreditation standards of the Council for Exceptional Children and NCATE.

EX 416 EDUCATION OF PERSONS WITH EMOTIONAL OR BEHAVIORAL
DISORDERS 3c-01-3sh

Prerequisite: Junior status or above

Focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

COURSE SYLLABUS

EX 416/516 EDUCATION OF PERSONS WITH EMOTIONAL OR
 BEHAVIORAL DISORDERS 3 s.h.

I. COURSE DESCRIPTION

Focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, 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;
- B. knowledge and understanding of characteristics of E/BD children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs;
- 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;
- D. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
- E. knowledge and understanding of current issues and trends, including the Mental Health and Special Education Coalition and current legislative proposals;
- F. knowledge and understanding of relevance of multicultural and linguistic diversity in identification and service delivery;
- G. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models;
- H. knowledge and understanding of a variety of intervention approaches, including behavioral, psychoeducational, and crisis interventions;
- I. knowledge and understanding of designing individual and classroom behavior management plans;

- J. knowledge and understanding of collaborative consultation with professionals and parents;
- K. knowledge and skill in using computer software, alternate programming, and current technology;
- L. skill in applying formal and informal assessment data to guide instructional decision-making.

III. COURSE OUTLINE.	% Time
A. Definitions and Terminology	5 %
B. Characteristics	5 %
C. Historical Perspectives	5 %
D. Definitions and Service Delivery Models	5 %
E. Research Documenting Similarities and Differences in the Developmental Characteristics of Students with Learning Disabilities and Behavioral Disorders	10 %
F. Theoretical Perspectives: Concepts and Implications	10 %
1. Classification models, etiological and descriptive research, and educational approaches	
2. Integration issues	
G. Themes in the Study of Behavioral Disorders	10 %
1. Integrative framework	
2. Ecological orientation	
3. Interdisciplinary intervention	
4. Medical aspects	
5. Deviance perspectives in relation to provision of services	
H. Research and Issues in Assessment Procedures	10 %
1. Types of measures	
2. Educational relevance of assessment measures	
3. Technical adequacy and usefulness	
4. Biasing factors, including concerns regarding students from multiculturally and linguistically diverse backgrounds	
I. Learning Characteristics: Preschool through Adult	10 %
1. Basic academic areas	
2. Social and emotional aspects	
3. Learning style	
4. Career/vocational implications	

- | | | |
|----|--|------|
| J. | Educational Planning, Service Delivery, and Model Programs | 10 % |
| | 1. Behavioral interventions | |
| | 2. Psychoeducational interventions | |
| | 3. Crisis intervention | |
| | 4. Transition to adult services | |
| K. | Effective Teachers | 10 % |
| | 1. Competencies and personal characteristics | |
| | 2. Stress reduction and burnout prevention | |
| L. | Collaborative Consultation and Teamwork | 10 % |
| | 1. General educators | |
| | 2. Mental health personnel and community agencies | |
| | 3. 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 emotional or behavioral disorders. 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 exams consisting of multiple choice, completion and short essay items. 100 points each.

Journal Critiques. Each student will write a 2-3 page critique/analysis of five current research articles. No two articles should address the same topic/intervention strategy. 20 points each (100 points total).

Course projects. Each student will complete the following:

1. Position paper. Students will write a 5-7 page position paper on a topic directly related to course content. Possible topics might include: educational approaches, current issues/trends or definition and identification issues. Each paper should contain a minimum of 10 references and the references should be no older than 5 years. Topics are subject to approval of the instructor. 100 points.
2. Behavior Management/Social Skills Training Plan. Each student will develop either a behavior management or social skill training plan. Plans should include the critical components discussed in class and should have application to students in their classroom or in one of the pre-student teaching experiences. Plans must be discussed with the instructor in advance. 100 points.

GRADUATE STUDENTS ONLY:

Field Experience. Requirements for completion of the field experience are discussed above in Section IV Pre-Practicum Field Experiences for Graduate Students.

Literature Review Paper. Each student will write a 5-7 page literature review on a topic related to course content. The review paper should include a minimum of five references not to be more than 5 years old. Topics are subject to the approval of the 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 Projects	30%	25%
C = 70-79%	Journal Critique	20%	10%
D = 60-69%*	Field Experience		15%
F = 59% or below	Literature Review		25%

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

VII. REQUIRED TEXTS

Kauffman, J. M. (1989). Characteristics of behavior disorders of children and youth (4th ed). New York: Merrill.

Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990).
Reclaiming youth at risk: Our hope for the future.
 Bloomington, IN: National Educational Service.

VIII. REFERENCES

- American Psychiatric Association. (1987). Diagnostic and statistical manual of mental disorders. (3rd ed. - Revised). Washington, DC: Author.
- Anderson, J. (1981). Thinking, changing, rearranging: Improving self-esteem in young people. Eugene, OR: Timberline Press.
- Apter, S., & Conoley, J. (1984). Childhood behavior disorders and emotional disturbance. Englewood Cliffs, NJ: Prentice-Hall.
- Bagley, M. T., & Hess, K. K. (1984). 200 ways of using imagery in the classroom. New York: Trillium Press.
- Bolton, R. (1979). People skills: How to assert yourself, listen to others, and resolve conflicts. New York: Touchstone/Simon & Schuster.
- Braaten, S., & Wrobel, G. (Eds.). (1991). Perspectives on the diagnosis and treatment of students with emotional/behavioral disorders. Minneapolis: Educators of the Emotionally Disturbed and Council for Children with Behavioral Disorders.
- Brown, G., McDowell, R. L., & Smith, J. (1981). Educating adolescents with behavior disorders. Columbus, OH: Merrill.

- Camp, B. W., & Bash, M. A. (1981). Think aloud.
Increasing social and cognitive skills: A problem
solving program for children. Champaign, IL:
Research Press.
- Carter, R. (1972). Help! These kids are driving me crazy.
Champaign, IL: Research Press.
- Cisek, J., & George, A. (1981). Life skills. Oak Brook,
IL: Life Skills Training Associates, Inc.
- Epanchin, B., & Paul, J. L. (1991). Educating emotionally
disturbed children and youth: Theories and
practices for teachers. New York: Merrill.
- Fagen, S. A., Long, N. J., & Stevens, D. J. (1975).
Teaching children self-control: Preventing emotional
and learning problems in the elementary school.
Columbus, OH: Merrill.
- Fluegelman, A. (1981). More new games! New York:
Dolphin/Doubleday.
- Forness, S. R. (1989). Statement of The National Mental
Health and Special Education Coalition to Senate
Subcommittee on the Handicapped. Committee Report.
- Gallagher, P.A. (1991). Teaching students with behavioral
disorders: Techniques for classroom instruction.
Denver: Love.
- Goldberg, J., & Hymowitz, E. (1985). Mental health
activities in the classroom: A handbook. Los Angeles:
Western Psychological Services.

- Goldstein, A. P., & Glick, B. (1987). Aggression replacement training: A comprehensive intervention for aggressive youth. Champaign, IL: Research.
- Goldstein, M., & Goldstein, S. (1991). Managing attention disorders in children. Columbia, MO: Hawthorne.
- Gordon, T. (1970). Parent effectiveness training: The "no-lose" program for raising responsible children. New York: Peter H. Wyden.
- Haring, N. (Ed.). (1987). Measuring and managing behavior disorders. Seattle: University of Washington Press.
- Kerr, M. M., & Nelson, C. M. (1989). Strategies for managing behavior problems in the classroom (2nd ed.). Columbus, OH: Merrill.
- Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). At the schoolhouse door: An examination of programs and policies for children with emotional and behavioral problems. New York: Bank Street College of Education.
- Laslett, R. (1991). Educating maladjusted children. Denver: Love.
- Long, N., & Wood, M. M. (1991). Life space intervention: Talking with children and youth in crisis. Austin, TX: Pro-Ed.
- Lourie, I., & Katz-Leavy, J. (1986). Severely emotionally disturbed children and adolescents. In W. Menninger (Ed.). The chronically mentally ill. Washington, DC: American Psychiatric Association.

- McGinnis, E., & Goldstein, A. P. (1984). Skillstreaming the elementary child: A guide for teaching prosocial skills. Champaign, IL: Research.
- Morse, W. C. (1985). The education and treatment of socioemotionally impaired children and youth. Syracuse, NY: Syracuse University Press.
- Munger, R. L. (1991). Child mental health practice from the ecological perspective. Lanham, MD: University Press of America, Inc.
- Neisen, J. (1987). Positive discipline. New York: Ballantine.
- Morgan, S. R., & Reinhart, J. A. (1990). Intervention for students with emotional disorders. Boston: College-Hill.
- Poland, S. (1989). Suicide intervention in the schools. New York: Guilford Press.
- Redl, F. (1966). When we deal with children. New York: Free Press.
- Rizzo, J. V., & Zabel, R. H. (1988). Educating children and adolescents with behavioral disorders: An integrative approach. Needham, MA: Allyn & Bacon.
- Rutherford, R. B. Jr., Nelson, C. M., & Forness, S. R. (Eds.). (1988). Bases of severe behavioral disorders in children and youth. San Diego: College Hill.

- Schettler, L. (1988). Expanding circles: A course for teaching interpersonal communication skills to adolescents. Unpublished manuscript. Denver, CO: Cherry Creek School District.
- Slenkovich, J. E. (1986). PL 94-142 as applied to DSM III diagnoses: An analysis of DSM III diagnosis vis-a-vis special education law. Cupertino, CA: Kinghorn.
- Tubbs, S. L., & Moss, S. (1987). Human communication (5th ed.). New York: Random House.
- Walker, H. M., McConnell, S., Holmes, D., Todis, B., Walker, J., & Golden, M. (1983). The Walker social skills curriculum: The ACCEPTS program. Austin, TX: Pro-Ed.
- Valentine, M. (1990). How to deal with discipline problems in the schools: A practical guide for educators. Dubuque, IA: Kendall/Hunt.
- Valentine, M. (1991). How to deal with difficult discipline problems: Family-systems approach. Dubuque, IA: Kendall/Hunt.
- Wood, F. H., Smith, C. R., & Grimes, J. (1985). The Iowa assessment model in behavioral disorders: A training model. Des Moines: State Department of Public Instruction.
- Zionts, P. (1985). Teaching disturbed and disturbing students: An integrative approach. Austin, TX: Pro-Ed.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EX 341 The Socially and Emotionally Maladjusted

3 credits

Prerequisites: Departmental Permission

Provides for an understanding of the characteristics and educational programming for the socially and/or emotionally maladjusted. Considers the relationships between the socially and emotionally maladjusted and other areas of exceptionality.

II. COURSE OBJECTIVES

1. Students will have the knowledge of characteristics of mentally healthy children.
2. Students will have the knowledge of several definitions for behavior disorders (behavior that is socially and/or emotionally disturbed).
3. Students will have the knowledge of techniques and procedures for screening, identification, and diagnosis of behavior disorders.
4. Students will have the knowledge of classification and etiology of the behaviorally disordered.
5. Students will have the knowledge of behavior management techniques especially behavior modification and life span interview.
6. Students will have the knowledge of educational programs for children with behavior disorders.
7. Students will have the knowledge of specific teacher competencies required for children with behavior disorders.

III. COURSE OUTLINE

- A. What is Mental Health?
- B. Who Are They? Definition
- C. What Are They Like? Characteristics
 1. Psychological
 2. Educational
- D. How Do We Find Them? Screening, Identification and Diagnosis
- E. How Did They Get That Way? Etiology

- F. Classification
- G. Approaches and Strategies
 - 1. Psychodynamic
 - 2. Psychoeducational
 - 3. Developmental
 - 4. Behavior Modification
 - 5. Learning Disability
 - 6. Ecological
- H. Curriculum and Educational Programs
 - 1. Possible Arrangements
 - Itinerant Teacher
 - Self-Contained Class
 - Resource Room
 - 2. Project Re-Ed
 - 3. The Santa Monica Project
 - 4. The Madison Plan
 - 5. Schools Without Failure
 - 6. Alternative Education Programs
- I. Teacher Competencies
- J. Trends and Issues
- K. Educational Research
 - 1. Concepts
 - 2. Critical Analysis
 - 3. Practice Analysis
 - 4. Discussion of Practice Analysis
 - 5. Invoke Implications
 - 6. Inference of Implications
 - 7. Evaluation of Students

IV. EVALUATION METHODS

Requirements for the course and their evaluations are as follows:

- | | |
|--|-----|
| 1. Test I | 25% |
| 2. Test II | 25% |
| 3. Test III (Final) | 25% |
| 4. A behavior modification project and a written summary of an article from the professional literature. | 25% |

The basic method of weighting will be to assign points to each of the above four requirements so that the value of each will be approximately 25% of the total final grade. Final total grade percentages are as follows:

- | | |
|---|-----------|
| A | 93-100% |
| B | 86- 92% |
| C | 79- 85% |
| B | 73- 78% |
| F | Below 72% |

V. REQUIRED TEXTBOOK. SUPPLEMENTAL BOOKS AND READINGS

Suggested Textbook: Reinert, H.R. and Huang, Allen (1987). Children in Conflict, Third Edition. Columbus: Merrill Publishing.

VI. BIBLIOGRAPHY

Bower, E.M. (1974). Early Identification of Emotionally Handicapped Children in School, Second Edition. Springfield, IL: Charles C. Thomas.

Dupont, H. (1969). Educating Emotionally Disturbed Children: Readings. New York: Holt, Rinehart and Winston.

Homme, L.E. (1969). How to Use Contingency Contracting in the Classroom. Champaign, IL: Research Press.

Kauffman, James M. (1989). Characteristics of Behavior Disorders of Children and Youth, Fourth Edition. Columbus: Merrill Publishing Co.

Kerr, M.M. and Nelson, C.M. (1989). Strategies for Managing Behavior Problems in the Classroom, Second Edition. Columbus: Merrill Publishing Co.

Long, J.J., Morse, W.C. and Newman, R.G. (1968). Conflict in the Classroom. Belmont, CA: Wadsworth Publishing Co.

Wallace, G.T., and Kauffman, J.M. (1986). Teaching Students with Learning and Behavior Problems, Third Edition. Columbus: Merrill Publishing Co.

Revised 2/89

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EX 665 Education of Children with Social and Emotional Maladjustments

3 credits

Examines reactions of children in the schools who deviate from normal in their emotional or social behavior. Consideration is given to children who habitually exhibit behavior disorders whether overcontrolled, undercontrolled, or immature behavior. Identification, characteristics, educational provisions, behavior management and preventive measures are emphasized.

II. COURSE OBJECTIVES

1. Students will increase their knowledge of behavioral disorders and how they affect both the individuals and those around them.
2. Students will gain a more complete knowledge of terminology, evaluation and management of the specific child.
3. Students will gain more knowledge of organizations, journals and texts in the field of behavior disorders.
4. Students will be able to define the category, Social and Emotional Maladjustment.
5. Students will be able to define the behavior disorders that specifically apply to school children as listed in D.S.M. III.
6. Students will be able to describe major etiological factors in the area of behavior disorders.
7. Students will be able to describe basic behavior modification and design and implement a modification plan with a child.
8. Students will be able to describe therapy from a psychodynamic perspective and at least three specific techniques used.
9. Students will be able to describe the perspective of William Glasser, reality therapy, and list his ten steps to Good Discipline.
10. Students will be able to list three procedures to use in the classroom when managing a child with the behavior problems of Acting Out, Withdrawn or Defensive.
11. Students will be able to describe six basic teacher competencies necessary to manage the SED child.
12. Students will be able to name and give the general philosophy or purpose of two widely recognized organizations in the field, two educational journals which include articles on behavior disorders and two general references or texts in the field.

III. COURSE OUTLINE

- A. Definitions and Terminology
- B. Characteristics of Mental Health
- C. Etiology
- D. Classification
- E. Assessment
- F. Management of Behavior
 - 1. Behavior Modification
 - 2. Psychodynamic Approach
 - Play, Occupational and Art Therapies
 - Sociodrama
 - Bibliotherapy
 - 3. Other Approaches
 - Life-Space Interview
 - Reality Therapy
 - Ten Steps to Good Discipline
 - 4. Special Methods for Specific Behaviors
 - Acting Out
 - Withdrawn
 - Defensive
- G. Self-Concept
- H. Literature Reviews
- I. Curriculum Approaches
- J. Alternative Education Programs
- K. Teacher Competencies

IV. EVALUATION METHODS

Assignments for the course and their evaluations are as follows:

- | | |
|--|-----|
| 1. A short term paper of at least 10 pages | 25% |
| 2. Test I (Midterm) | 25% |
| 3. Test II (Final) | 25% |
| 4. A Behavior Modification project and four literature written summaries | 25% |

The method will be to assign points to each of the assignments so that the value of each will be approximately 25% of the total final grade. Final grade percentages are as follows:

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- F 69 and below

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Suggested Textbook: Kerr, M.M. and Nelson, C.M. (1989). Strategies for Managing Behavior Problems in the Classroom, Second Edition. Columbus: Merrill Publishing Co.

VI. BIBLIOGRAPHY

American Psychiatric Association (1980). Diagnostic and Statistical Manual of Mental Disorders, (DSM III). Washington, DC: American Psychiatric Association.

Bower, E.M. (1974). Early Identification of Emotionally Handicapped Children in School, Second Edition. Springfield, IL: Charles C. Thomas.

Cullinan, D., Epstein, M.H. and Lloyd, J.W. (1983). Behavior Disorders of Children and Adolescents. Englewood Cliffs, NJ: Prentice Hall.

Dupont, H. (1969). Educating Emotionally Disturbed Children: Readings. New York: Holt, Rinehart and Winston.

Hewitt, F. and Taylor, F. (1980). The Emotionally Disturbed Child in the Classroom. Boston: Allyn & Bacon, Inc.

Homme, L. (1970). How to Use Contingency Contracting in the Classroom. Champaign, IL: Research Press.

Kauffman, J. (1989). Characteristics of Behavior Disorders of Children and Youth, Fourth Edition. Columbus: Merrill Publishing Co.

Long, J.D. and Frye, V.A. (1981). Making It Till Friday: A Guide to Successful Classroom Management, Second Edition. Princeton, NJ: Princeton Book Co.

Long, T.J., Morse, W.C. and Newman, R.G. (1968). Conflict in the Classroom. Belmont, CA: Wadsworth Publishing Co.

Necco, E., Wilson, C. and Scheidemantel, J. (1982). Affective Learning Through Drama. Teaching Exceptional Children, 15(1) 22-25.

Reinert, W.C. and Paul, J.L. (1978). Emotionally Disturbed and Deviant Children: New Views and Approaches. Englewood Cliffs, NJ: Prentice Hall.

Walker, J.E. and Shea, T.M. (1984). Behavior Management, Third Edition. St. Louis: Mosby Publishing Co.

Wallace, G. and Kauffman, J.M. (1986). Teaching Students with Learning Behavior Problems, Third Edition. Columbus: Merrill.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. **Title/Author of Change** EX 454 Teaching Brain Injured and Learning Disabled
to EX 419/519 Education of Persons with Brain
Course/Program Title: Injuries or Learning Disabilities
Suggested 20 Character Course Title: Brain Inj/LD
Department: Special Education and Clinical Services
Contact Person: Dr. Marybeth Noll

II. **If a course, is it being Proposed for:** Dual-Level Course
 X Revision of an Existing Course to Dual-Level, Including Name Change,
 Course Revision/Approval Only Number Change, and Pre-Requisite
 Course Revision/Approval and Liberal Studies Approval Change
 Liberal Studies Approval Only (course previously has been
approved by the University Senate)

III. **Approvals**

George B. Fiddle *Charles K. Roberts*
Department Curriculum Committee Department Chairperson

College Curriculum Committee College Dean *

Director of Liberal Studies Provost (where applicable)
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

COURSE REVISION**Description of the Curriculum Change:**

The proposed change will result in the creation of a dual-level course EX 419/519 Education of Persons with Brain Injuries or Learning Disabilities from an existing undergraduate course EX 454 Teaching Brain Injured and Learning Disabled.

Justification/Rationale:

The course number is being changed to enhance program organization. The course name is being changed to reflect federal mandates that eliminate the use of "de-humanizing" labels when referring to individuals with disabilities.

Both undergraduate and graduate versions of this course have been offered. The undergraduate course was required for all students seeking certification, and the graduate-level course was included for students seeking the M.Ed. concentration in Learning Disabilities. By creating a dual-level course from the existing undergraduate course, it is possible to delete the graduate course: EX 666 Education of Children with Learning Disabilities and allow students to obtain special education certification in an efficient manner. Although the graduate course was originally designed to be an advanced, in-depth version of the undergraduate course, students from other departments who enrolled in the course did not possess the same knowledge base as certified special education teachers who enrolled in the course. Therefore, this dual-level course is proposed in order to more efficiently meet the needs of (a) undergraduate and graduate students seeking special education certification, and (b) undergraduate and graduate students who wish to acquire knowledge and understanding about students with these disabilities.

The content of this course and the skills taught are required by certification standards of the Bureau of Special Education of the Pennsylvania Department of Education and the accreditation standards of the Council for Exceptional Children and NCATE.

EX 419 EDUCATION OF PERSONS WITH BRAIN INJURIES OR
 LEARNING DISABILITIES 3c-01-3sh

Prerequisite: Junior status or above

Focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

EX 519 EDUCATION OF PERSONS WITH BRAIN INJURIES OR LEARNING
DISABILITIES 3 s.h.

Focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field is reviewed including current issues, trends, practices, and services.

COURSE SYLLABUS

EX 419/519 EDUCATION OF PERSONS WITH BRAIN INJURIES OR
LEARNING DISABILITIES 3 s.h.

I. COURSE DESCRIPTION

Focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field is reviewed 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;
- B. knowledge and understanding of characteristics of learning disabled children, adolescents, and adults: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs;
- 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;
- D. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions;
- E. knowledge and understanding of current issues and trends;
- F. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery;
- G. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models;
- H. knowledge and understanding of cognitive and learning strategies approaches;
- I. knowledge and understanding of designing individual and classroom behavior management plans;

- J. knowledge and understanding of collaborative consultation with professionals and parents;
- K. knowledge and skill in using computer software, alternate programming, and current technology to enhance learning outcomes;
- L. skill in applying formal and informal assessment data to guide instructional decision-making.

III. COURSE OUTLINE

	% Time
A. Definitions and Terminology	5 %
B. Characteristics	10 %
C. Historical Perspectives	5 %
D. Definitions and Service Delivery Models	10 %
E. Research Documenting Similarities and Differences in the Developmental Characteristics of Students with Learning Disabilities, Mental Retardation, and Behavioral Disorders	10 %
F. Theoretical Perspectives: Concepts and Implications, <ul style="list-style-type: none"> 1. Classification, etiological and descriptive research, and educational approaches. 2. Integration issues 	10 %
G. Medical Aspects	10 %
H. Research and Issues in Assessment Procedures <ul style="list-style-type: none"> 1. Types of measures 2. Educational relevance of assessment measures 3. Technical adequacy and usefulness 4. Biasing factors, including concerns regarding students from multiculturally and linguistically diverse backgrounds 	10 %
I. Learning Characteristics: Preschool through Adult <ul style="list-style-type: none"> 1. Basic academic areas 2. Social and emotional aspects 3. Learning style 4. Career/vocational implications 	10 %
J. Principles of Academic Remediation and Program Effectiveness <ul style="list-style-type: none"> 1. Effective teaching research 2. Learning strategies 3. Cognitive self-management 4. Study skills 5. Linguistically and culturally diverse students 6. Use of technology to enhance instruction 	10 %

- K. Collaborative Consultation and Teamwork 10 %
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 brain injuries or learning disabilities. The field experience may be completed prior to or concurrent with course enrollment, as long as all participation hours for the course 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 learning strategy plan or survival skills strategy plan that could be used by a person experiencing a learning disability or traumatic brain injury. 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%	10%
D = 60-69%	Field Experience	25%
F = 59% or below	Literature Review	25%

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

VII. REQUIRED TEXT

Lerner, J. (1993). Learning disabilities: Theories, diagnosis, and teaching strategies (6th ed.). Boston: Houghton Mifflin.

VIII. REFERENCES

- Barkley, R. A. (1991). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment. New York: Guilford.
- Bartel, N., & Hammill, D. D. (1990). Teaching students with learning and behavior problems. Austin, TX: Pro-Ed.
- Bigler, E. D. (Ed.). (1990). Traumatic brain injury: Mechanisms of damage assessment, intervention, and outcome. Austin, TX: Pro-Ed.

- Brown, F. R. III, Aylward, E., & Keogh, B. K. (Eds.). (1992). Diagnosis and management of learning disabilities: An interdisciplinary approach. San Diego, CA: Singular Publishing.
- Cummings, R. W., & Maddux, C. D. (1985). Parenting the learning disabled: A realistic approach. Springfield, IL: Charles C. Thomas.
- Gallico, R. P., Burns, T., & Grob, C. (1992). Emotional and behavioral problems in children with learning disabilities. San Diego, CA: Singular Publishing.
- Gerring, J., & Carney, J. (1992). Head trauma: Strategies for educational reintegration. San Diego: Singular Publishing.
- Hammill, D. D., & Myers, P. (1990). Learning disabilities: Basic concepts, assessment practices and instructional strategies. Austin, TX: Pro-Ed.
- Hresko, W. P., Reid, D. K., & Swanson, H. L. (1991). A cognitive approach to learning disabilities. Austin, TX: Pro-Ed.
- Johnston, R. B. (1991). Attention deficits, learning disabilities and Ritalin. San Diego: Singular Publishing Group.
- Kavale, K., & Forness, S. R. (1984). The science of learning disabilities. San Diego: Singular.
- Kirk, S. A., & Chalfant, J. C. (1984). Academic and developmental learning disabilities. Denver: Love.

- Lavin, P. (1991). Teaching kids to think straight.
Columbia, MO: Hawthorne.
- Lovitt, T. C. (1989). Introduction to learning disabilities. Columbia, MO: Allyn & Bacon.
- Murphy, S. T. (1992). On being L.D.: Perspectives and strategies of young adults. New York: Teachers College Press.
- Pennington, B. F. (1992). Diagnosing learning disorders: A neuropsychological framework. New York: Guilford.
- Schloss, P. J., & Sedlak, R. A. (1986). Instructional methods for students with learning and behavior problems. Boston: Allyn & Bacon.
- Smith, C. R. (1991). Learning disabilities: The interaction of learner, task, and setting. Boston: Allyn & Bacon.
- Snowling, M., & Thomson, M. (1991). Dyslexia: Integrating theory and practice. San Diego: Singular Publishing Group.
- Swanson, H. L. (1991). Handbook on the assessment of learning disabilities. Austin, TX: Pro-Ed.
- Torgessen, J. K. (1991). Cognitive and behavioral characteristics of children with learning disabilities. San Diego: Singular Publishing Group.
- Waldron, K. A. (1991). Teaching students with learning disabilities: Strategies for success. San Diego: Singular Publishing.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EX 454 Teaching Brain Injured and Learning Disabled

3 credits

Prerequisites: Departmental Permission

This course is designed to produce competency in educational and behavioral management of children with brain injury and learning disabilities. These are children with perceptual handicaps which are manifested as specific disorders in listening, thinking, reading, writing, spelling, arithmetic, or receptive and/or expressive language. A major emphasis is on diagnostic and remedial techniques which can be used by teachers in the classroom or other educational settings.

II. COURSE OBJECTIVES

1. Students will be able to demonstrate knowledge of the basic terminology related to the field of Learning Disabilities.
2. Students will be able to demonstrate knowledge of the characteristics of the learning disabled child.
3. Students will be able to select an appropriate screening instrument from those available or compile one to suit a particular class or level.
4. Students will be able to list and discuss basic psychological instrumentation used when diagnosing children with learning problems.
5. Students will be able to differentiate between process orientation and task orientation in remediating learning disabilities.
6. Students will analyze an educational task into instructional components.
7. Students will be able to use the results of formal and informal assessment to plan a remediation program for the learning disabled child in terms of the sequence of tasks, the structure necessary for successful completion of task and application of principles of positive reinforcement.
8. Students will be able to demonstrate knowledge of a variety of models for delivery of services to the learning disabled.
9. Students will be able to demonstrate appropriate behavioral management of the learning disabled child.
10. Students will be able to demonstrate knowledge of cognitive behavior modification and the learning strategies approach.

III. COURSE OUTLINE

- A. Definitions and Terminology
- B. Characteristics
- C. Educational Evaluation
 - 1. Testing: Formal and Informal
 - 2. Diagnostic Testing
 - 3. Assessment: Putting It All Together
- D. Learning Problems
 - 1. Perception. Auditory and Visual
 - Discrimination
 - Figure-Ground
 - Part-Whole Relationships (Closure)
 - Sequential Memory
 - 2. Perceptual Motor
 - 3. Language
 - 4. Reading
 - 5. Writing
 - 6. Arithmetic
- E. Principles of Academic Remediation
- F. Management of the SLD Child
 - 1. Behavior Modification
 - 2. Self-Concept
 - 3. Delivery of Services
 - 4. Learning Strategies
- G. Emerging Directions in Learning Disabilities
 - 1. Adolescence
 - 2. Early Childhood
 - 3. Issues and Trends
- H. Educational Research
 - 1. Concepts

2. Critical Analysis
3. Practice Analysis
4. Discussion of Practice Analysis
5. Invoke Implications
6. Inference of Implications
7. Evaluation of Students

IV. EVALUATION METHODS

Requirements for the course and their evaluations are as follows:

- | | |
|--|-----|
| 1. Test I | 25% |
| 2. Test II | 25% |
| 3. Test III (Final) | 25% |
| 4. A behavior shaping project and a written summary
of an article from the professional literature. | 25% |

The basic method of weighting will be to assign points to each of the above four requirements so that the value of each will be approximately 25% of the total final grade. Final total grade percentages are as follows:

- A 93-100%
- B 86- 92%
- C 79- 85%
- D 73- 78%
- F Below 72%

V. REQUIRED TEXTBOOK. SUPPLEMENTAL BOOKS AND READINGS

Textbook: Mercer, C.D. (1987). Students with Learning Disabilities, Third Edition. Columbus: Merrill.

VI. BIBLIOGRAPHY

Alley, G. and Dashler, A. (1979). Teaching the Learning Disabled Adolescent: Strategies and Methods. Denver: Love Publishing Co.

Butler, K.G. and Wallach, G.P. (1982). Language Disorders and Learning Disabilities. Rockville: Aspen Publications.

Gearhart, B.R. (1981). Learning Disabilities: Educational Strategies, Third Edition. St. Louis: C.V. Mosby Co.

- Hallahan, D.P. and Kauffman, J.M. (1976). Introduction to Learning Disabilities: A Psycho-Behavioral Approach. Englewood Cliffs: NJ: Prentice Hall, Inc.
- Houck, C.K. (1984). Learning Disabilities: Understanding Concepts, Characteristics and Issues. Englewood Cliffs: Prentice-Hall, Inc.
- Myers, P.I. and Hammill, D.D. (1982). Learning Disabilities: Basic Concepts, Assessment Practices and Instructional Strategies. Austin: Pro-Ed.
- Reid, D.K. and Hresko, W.P. (1981). Cognitive Approach to Learning Disabilities. New York: McGraw-Hill Book Co.

Revised 2/89

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EX 666 Education of Children with Learning Disabilities 3 credits

This course is designed to produce competency in educational and behavioral management of children with specific learning disabilities. These are children who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.

Procedures for educational evaluation of children with specific learning problems are included. While the perceptual processes involved in basic learning skills are studied, the primary emphasis is on techniques and teaching strategies for remediation.

II. COURSE OBJECTIVES

1. Students will be able to define the term specific learning disabilities.
2. Students will be able to explain to the satisfaction of the instructor the characteristics of the learning disabled child.
3. Students will be able to differentiate which children should be referred for further study and those whose educational programming can be planned within the regular classroom setting.
4. Students will be able to demonstrate knowledge of classroom organization for managing children with specific learning disabilities.
5. Students will be able to use the results of formal and informal assessment to plan a remediation program for the SLD child to the satisfaction of the instructor in terms of sequence of tasks to be presented, structure necessary for successful completion of tasks, and knowledge of how to apply positive reinforcement principles to the learning situation.
6. Students will be able to design and implement behavior modification plans for social and academic behavior.
7. Students will be able to demonstrate knowledge of cognitive behavior modification and the learning strategies approach.
8. Students will be able to explain the management of learning for the SLD child in each of three arrangements: Itinerant teacher plan, Resource room, and Self-contained classroom.

III. COURSE OUTLINE

A. Definitions and Terminology

B. Background

1. History

The Emergence of Special Education for Children with Learning Disabilities

2. Pennsylvania Guidelines

C. Educational Evaluation

1. Formal and Informal

2. Assessment - Beyond Psychometry

3. Step-by-Step Procedures

D. Theoretical Approaches to Learning Disabilities

1. Maturational

2. Behavioral

3. Cognitive

4. Metacognitive

5. Learning Strategies

E. Principles of Remediation

F. Basic Learning Skills

1. Visual Perception and Learning

Form Perception
Figure-Ground Perception
Part-Whole Relationships

2. Auditory Perception and Learning

3. Specific Language Difficulty

4. Specific Writing Difficulties

5. Arithmetic Disabilities

6. Motor Disabilities

G. Management of the SLD Child at Home and at School

1. Behavior Modification
2. Resource Room
3. Itinerant Teacher
4. Self-Contained Classroom

H. The Present State of the Field

1. Present Trends
2. Recent Studies of Effectiveness

IV. EVALUATION METHODS

Assignments for the course and their evaluations are as follows:

1. Test I (Midterm) 25%
2. Four written summaries of articles from the professional literature and oral reports from as assigned 25%
3. A project which may be a term paper or other activity of value to student and approved by the instructor 25%
4. Test II (Final) 25%

The method will be to assign points to each of the assignments so that the value of each will be approximately 25% of the total final grade. Final grade percentages are as follows:

- A 90 - 100%
 B 80 - 89%
 C 70 - 79%
 F 69 and below

V. REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Lerner, J.W. (1989). Theories, Diagnosis and Teaching Strategies, (Fifth Edition). Boston, MA: Houghton Mifflin.

VI. BIBLIOGRAPHY

- Alley, G. and Dashler, A. (1979). Teaching the Learning Disabled Adolescent: Strategies and Methods. Denver: Love Publishing Co.
- Baren, M., Liebl, R. and Smith, L. (1978). Overcoming Learning Disabilities: A Team Approach (Parent-Teacher-Physician-Child). Reston, VA: Prentice-Hall.
- Bryan, T.H. and Bryan, J.H. (1975). Understanding Learning Disabilities. Port Washington, NY: Alfred.

- Bush, W.J. and Waugh, K.W. (1976). Diagnosing Learning Disabilities, 2nd Edition. Columbus, OH: Charles E. Merrill.
- Butler, K.G. and Wallach, G.P. (1982). Language Disorders and Learning Disabilities. Rockville: Aspen Publication.
- Cruikshank, William (1967). The Brain Injured Child in Home, School and Community. Syracuse, NY: Syracuse University Press.
- Fans, L.A. (1981). Learning Disabilities: A Competency Based Approach, 2nd Edition. Boston, MA: Houghton Mifflin Co.
- Gardner, W.I. (1978). Children with Learning and Behavioral Problems: A Behavior Management Approach. Boston, MA: Allyn & Bacon, Inc.
- Gearhart, B.R. (1981). Learning Disabilities: Educational Strategies, 3rd Edition. St. Louis, MO: C.V. Mosby Co.
- Hallahan, D.P. and Kauffman, J.M. (1976). Introduction to Learning Disabilities. Englewood Cliffs, NJ: Prentice-Hall.
- Haring, N.G. and Bateman, B. (1977). Teaching the Learning Disabled Child. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Houck, C.K. (1984). Learning Disabilities: Understanding Concepts, Characteristics and Issues. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Johnson, D.J. and Myklebust, H.R. (1967). Learning Disabilities. Educational Principles and Practices. New York: Grune and Stratton.
- Johnson, S.W. (1979). Arithmetic and Learning Disabilities. Boston, MA: Allyn and Bacon, Inc.
- Lovitt, T.C. (1989). Introduction to Learning Disabilities. Needham Heights, MA: Allyn and Bacon, Inc.
- Mann, L., Goodman, L. and Wiederholt, J.L. (1978). Teaching Learning Disabled Adolescents. Boston, MA: Houghton Mifflin Co.
- Mann, P.H. and Suiter, P. (1974). Handbook in Diagnostic Teaching: A Learning Disabilities Approach. Boston: Allyn & Bacon.
- McCarthy, J.J. and McCarthy, J.F. (1973). Learning Disabilities. Boston, MA: Allyn and Bacon.
- Mercer, Cecil D. (1983). Students with Learning Disabilities, 2nd Edition. Columbus, OH: Charles E. Merrill Publishing Co.
- Myers, P.I. and Hammill, D.D. (1982). Learning Disabilities: Basic Concepts, Assessment Practices and Instructional Strategies. Austin, TX: Pro-Ed.

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NEWMAIL

From: GROVE::ZEXPAWN "Janice_Parker"

To: JOHN_BUTZOW

CC: FRED_MORGAN,ZEXPAWN

Subj: curriculum Change for Education of the Exceptional Program

We recently received the proposal to revise the above program. Are any new resources needed??

When you sign off on any of these proposals or changes in future if you write no resources needed by your signature I won't have to bother you with this question.. Just trying to cut corners!

Thanks.