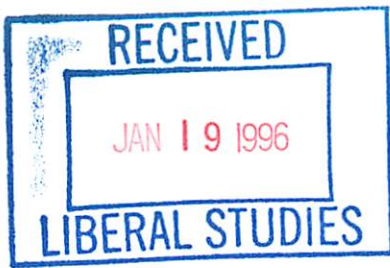


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Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 96-16
Submission Date: 95-55
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

Withdrawn
3/18/97

I. CONTACT

Contact Person Dr. John W. Butzow Phone 2480
Department College of Education

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ COURSE _____
Suggested 20 character title

_____ New Course* _____
Course Number and Full Title

_____ Course Revision _____
Course Number and Full Title

_____ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

_____ Course Deletion _____
Course Number and Full Title

_____ Number and/or Title Change _____
Old Number and/or Full Old Title
New Number and/or Full New Title

_____ Course or Catalog Description Change _____
Course Number and Full Title

_____ PROGRAM: _____ Major _____ Minor _____ Track

_____ New Program* _____
Program Name

Program Revision* _____ All Teacher Education Programs.
Program Name

_____ Program Deletion* _____
Program Name

_____ Title Change _____
Old Program Name
New Program Name

III. Approvals (signatures and date)

José Domaradi 1-18-96
Department Curriculum Committee
John Butzow 12-22-95
College Curriculum Committee

Clarice K. Reber 1/19/96
Department Chair
John Butzow 12-22-95
College Dean

- Director of Liberal Studies (where applicable)

Mark Slagter 12/21/97
*Provost (where applicable)

#247 5-MAR-1997 14:54:05.32

MAIL

From: GROVE::JWBUTZOW "JOHN BUTZOW"
 To: PAULHRAB
 CC: RCNOWELL, JWDOMARA, KUZNESKI, JOHN_HEYER
 Subj: Program Revision and EX300/EX301

I have reviewed your email of 28 Feb with Dr. Nowell and believe that you want me to indicate that the previous request to change the special education requirement of all teacher education programs is rescinded. That is indeed the case. Prior to our resubmitting the revised course revision for Ex300 and new course proposal for Ex301 again this semester we took the proposal back to the Teacher Education Coordinating Council's Curriculum committee. They approved the following action:

1. The proposal previously submitted to you to revise all of the programs with respect to special education is rescinded. The same proposal was made to the Senate Academic Committee and they have placed rescinding the change as an academic regulation on the Seante Agenda.
2. We propose only changing the special education courses into two credit hour versions and adding a specialized course for secondary education majors.
3. Two departments would request UWCC changes based on the changed courses at this time. They are French and Spanish. In addition, The TECC has reviewed a changed Business Education Program that is a major revision in which the course requirement is changed to EX301 from EX300. That proposal is enroute to you from the College of Business.
4. The TECC is prepared to review changes in the special education requirement for other departments as they make their requests to do so. We are not going to bring them all in at the same time. Several departments will likely request a different requirement that either EX300 or EX301. As those proposals are prepared we will review them.

I hope this clears up the problems that the screening committee is having with the proposal at this time. If I do not deal with your specific questions, please let me know so I can try again. Thanks.

=====

Dr. John Butzow Dean, College of Education
 Indiana University of Pennsylvania [IUP]
 Indiana, PA 15705

Voice telephone (412) 357-2480

**MEMORANDUM FROM
COLLEGE OF EDUCATION**

John Johnson
96-10
96-10a
96-10b
96-59
96-60

DATE: February 12, 1997

SUBJECT: Special Education Competency in Teacher Education Programs

TO: Prof. Jodell Kuzneski
Chair, University Wide Curriculum Committee

FROM: John W. Butzow, Dean
College of Education *John Butzow*

I am sending you a revised copy of the proposal to revise EX300 and create EX301. Each of these are two credit courses and are proposed by the Special Education Department as the alternative to the special education competency test requirement for admission to student teaching.

When the Curriculum Committee of the Teacher Education Coordinating Council approved this revision of the proposal, they also approved returning the competency exam process to the test or course regulation for the time being until all teacher education departments have a chance to review their program requirements in light of these new/revised courses. Two program proposals accompany this revised proposal for EX300/301. They are from Spanish Education and French Education. Business Education has made the change to EX301 in its program proposal which will be sent to you from the College of Business. Additional programs are now working on their revisions which will be coming to you over the next several months.

TECC also asked me to approach the Senate Academic Committee to change the special competency requirement back to the test or course wording. Their resolution was passed on February 11 and is expected to be on the next senate agenda.

Enclosures

cc: John Johnson, Joseph Domaracki, Richard Nowell, Mark Staszkiwicz

16.ex.mem

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Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: _____
Submission Date: _____
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Eileen W. Glisan Phone x6452/2325
Department Spanish & Classical Languages

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE _____
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title
New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* Secondary Spanish Education
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name
New Program Name

III. Approvals (signatures and date)

[Signature] Department Curriculum Committee
[Signature] Department Chair
[Signature] College Curriculum Committee
[Signature] College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

Curriculum Proposal Cover Sheet

X Program Revision

PART II Description of the Curriculum Change

1. Proposed Change

Replace the current EX 300 3 credit course in Special Education for Regular Educators with a specific 2 credit course, EX 301 (Education of Students with Disabilities in Inclusive Secondary Programs)

2. Comparison of Old and New Program

This change will reduce the number of required credits in the program by one credit. This reduction of required credit hours will result in one additional hour of free electives.

Old Program

Liberal Studies: As outlined in Lib. Studies section 53-55

Social Science: AN110, PC101

Lib. Studies electives: no courses with SP prefix

College 35

Professional Education sequence:

| | | |
|-------|---|----|
| CM301 | Tech. for Learning & Instr. | 3 |
| ED242 | Pre-Student Tchg. I | 1 |
| ED342 | Pre-Student Tchg. II | 1 |
| ED441 | Student Teaching | 12 |
| ED442 | School Law | 1 |
| ED453 | Tchg. of For. Language in Secondary School | 3 |
| EP202 | Educational Psychology | 3 |
| EP377 | Ed. Tests & Measurements | 3 |
| ED499 | Multicult/Multiethnic Educ. | 2 |
| FE202 | Am. Ed. in Theory & Prac. | 3 |
| EX300 | Ed. of the Exceptional Child in Regular Classroom | 3 |

Major: 34

Required courses:

| | |
|---------------------------------|---|
| SP201 or equivalent | 4 |
| SP221 Intermediate Conversation | 3 |
| SP230 Intermediate Composition | 3 |

New Program

Liberal Studies: As outlined in Lib. Studies section

53-55

Social Science: AN110, PC101

Lib. Studies electives: no courses with SP prefix

College 34

Professional Education sequence:

| | | |
|-------|---|----|
| CM301 | Tech. for Learning & Instr. | 3 |
| ED242 | Pre-Student Tchg. I | 1 |
| ED342 | Pre-Student Tchg. II | 1 |
| ED441 | Student Teaching | 12 |
| ED442 | School Law | 1 |
| ED453 | Tchg. of For. Language in Secondary School | 3 |
| EP202 | Educational Psychology | 3 |
| EP377 | Ed. Tests & Measurements | 3 |
| ED499 | Multicult/Multiethnic Educ. | 2 |
| FE202 | Am. Ed. in Theory & Prac. | 3 |
| EX301 | Education of Students With Disabilities in Inclusive Secondary Programs | 2 |

Major: 34

Required courses:

| | |
|---------------------------------|---|
| SP201 or equivalent | 4 |
| SP221 Intermediate Conversation | 3 |
| SP230 Intermediate Composition | 3 |

| | | |
|-----------|---|---|
| SP260 | Intro. to Hispanic Literature | 3 |
| SP321 | Advanced Conversation | 3 |
| SP340 | Hispanic Civilization | 3 |
| SP342/344 | 20th-Century Spain/20th-Century Spanish America | 3 |
| SP353 | Phonetics & Phonemics | 3 |
| SP390 | Tchg. of Elementary Content Through Spanish | 3 |
| SP404 | Advanced Grammar | 3 |

Controlled Electives:
Any other three (3) credits from SP300 or above

Free Electives: 0-2

Total Degree Requirements 124

| | | |
|-----------|---|---|
| SP260 | Intro. to Hispanic Literature | 3 |
| SP321 | Advanced Conversation | 3 |
| SP340 | Hispanic Civilization | 3 |
| SP342/344 | 20th-Century Spain/20th-Century Spanish America | 3 |
| SP353 | Phonetics & Phonemics | 3 |
| SP390 | Tchg. of Elementary Content Through Spanish | 3 |
| SP404 | Advanced Grammar | 3 |

Controlled Electives:
Any other three (3) credits from SP300 or above

Free Electives: 1-3

Total Degree Requirements 124

3. Rationale

This change is being made to allow a more appropriate course to be provided for teacher education majors who will work with secondary school students or students within a specific subject-matter specific classroom. It replaces an older, more generic course (EX 300, 3 credits) that attempted to reach teacher preparation students, K-12

The new EX 301 course examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. The new course requirement emphasizes instructional techniques and related procedures appropriate for use in inclusive classrooms which include students experiencing disabilities and cultural/linguistic diversity.

LSC Use Only
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Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: _____
Submission Date: _____
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

* Contact Person Laureen C. Hurt Phone x7631
* Department French

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ COURSE _____
Suggested 20 character title

_____ New Course* _____
Course Number and Full Title

_____ Course Revision _____
Course Number and Full Title

_____ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

_____ Course Deletion _____
Course Number and Full Title

_____ Number and/or Title Change _____
Old Number and/or Full Old Title

_____ _____
New Number and/or Full New Title

_____ Course or Catalog Description Change _____
Course Number and Full Title

_____ PROGRAM: Major _____ Minor _____ Track

_____ New Program* _____
Program Name

Program Revision* French Education _____
Program Name

_____ Program Deletion* _____
Program Name

_____ Title Change _____
Old Program Name

_____ _____
New Program Name

III. Approvals (signatures and date)

[Signature]
Department Curriculum Committee

[Signature]
College Curriculum Committee

[Signature]
Department Chair

[Signature]
College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

Curriculum Proposal Cover Sheet

X Program Revision
(Bachelor of Science in Education -- K-12 French Education)

PART II Description of the Curriculum Change

1. Proposed Change

Replace the current EX 300 3 credit course in Special Education for Regular Educators with a specific 2 credit course, EX 301 (Education of Students with Disabilities in Inclusive Secondary Programs)

2. Comparison of Old and New Program

This change will reduce the number of required credits in the program by one credit. This reduction of required credit hours will result in one additional hour of free electives.

| <u>Old Program</u> (as it appears in the current undergraduate catalog, p. 88) | <u>New Program</u> |
|--|---------------------|
| Professional Education sequence: | |
| CM301 -- 3sh | CM301 -- 3sh |
| ED242 -- 1sh | ED242 -- 1sh |
| ED342 -- 1sh | ED342 -- 1sh |
| ED441 -- 12sh | ED441 -- 12sh |
| ED442 -- 1sh | ED442 -- 1sh |
| ED453 -- 3sh | ED453 -- 3sh |
| EP202 -- 3sh | EP202 -- 3sh |
| EP377 -- 3sh | EP377 -- 3sh |
| FE202 -- 3sh | FE202 -- 3sh |
| <u>EX300 -- 0-3sh</u> | <u>EX301 -- 2sh</u> |
| total -- 30-33 | total -- 32sh |

Note: Under the old program, students pursuing a degree in French Education could meet the Special Education Competency Requirement by passing a written exam (for 0 credits) or by passing EX300 (for 3 credits). For this reason the total number of required credits in the Profession Education sequence was variable: either 30 or 33.

3. Rationale

This change is being made to allow a more appropriate course to be provided for teacher education majors who will work with secondary school students or students within a subject-matter specific classroom. It replaces an older, more generic course (EX 300, 3 credits) that attempted to reach teacher preparation students, K-12.

The new EX 301 course examines the issues associated with education of students with diverse learning needs, particularly those with

disabilities or who are at risk for school failure. The new course requirement emphasizes instructional techniques and related procedures appropriate for use in inclusive classrooms, which may include students with disabilities as well as those from diverse cultural and linguistic backgrounds.

At the final departmental meeting of the fall semester, the French faculty voted to approve the change from EX300 to EX301 as indicated above. Professor Laureen Hurt, coordinator of the French Education program, firmly believes that this change will enhance the pre-service education of French teachers, in light of the fact that many of the instructional strategies appropriate for inclusive classrooms are similar to those espoused by current approaches to teaching students to communicate in a foreign language and are compatible with the recently published Standards for Foreign Language Learning.

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

UWUCC USE Only
 Number: _____
 Submission Date: _____
 Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
 University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Joseph Domaracki Phone X5678
 Department Special Education and Clininical Services

II. PROPOSAL TYPE (Check All Appropriate Lines)

| | |
|--|--|
| _____ COURSE | EX ST REG SEC CLSRM |
| | <small>Suggested 20 character title</small> |
| <input checked="" type="checkbox"/> New Course* | <u>EX 301 - Education of Students with Disabilities</u> <u>in Inclusive Secondary Classrooms</u> <small>Course Number and Full Title</small> |
| _____ Course Revision | _____ <small>Course Number and Full Title</small> |
| _____ Liberal Studies Approval + for new or existing course | _____ <small>Course Number and Full Title</small> |
| _____ Course Deletion | _____ <small>Course Number and Full Title</small> |
| _____ Number and/or Title Change | _____ <small>Old Number and/or Full Old Title</small> |
| | _____ <small>New Number and/or Full New Title</small> |
| _____ Course or Catalog Description Change | _____ <small>Course Number and Full Title</small> |
| _____ PROGRAM: | _____ Major _____ Minor _____ Track |
| _____ New Program* | _____ <small>Program Name</small> |
| _____ Program Revision* | _____ <small>Program Name</small> |
| _____ Program Deletion* | _____ <small>Program Name</small> |
| _____ Title Change | _____ <small>Old Program Name</small> |
| | _____ <small>New Program Name</small> |

III. Approvals (signatures and date)

| | |
|--|---|
| <u>Joseph Domaracki</u> 1-20-97 Department Curriculum Committee | <u>Richard Powell</u> Department Chair |
| <u>Julius B...</u> 1/10/97 College Curriculum Committee (TECC) | <u>Julius B...</u> College Chair |

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A1 This course is not intended for Education of Exceptional Persons majors. It is designed for all Secondary and Special Area Education majors
- A2 This course is intended for use when a specific program of study requires a special education course for their teacher education majors or as an alternative to EX 481 the Special Education Competency Test (SECT).
- A3 This course has not been offered at IUP on a trial basis.
- A4 This course is not intended to be dual level.
- A5 This course is not to be taken for variable credit
- A6 Similar courses are offered at these institutions: SUNY at Fredonia - ED 250 Introduction to the Exceptional Learner; Clarion University - ED 418 Exceptionalities in the Regular Classroom; and University of Illinois SPED 218 Exceptional Students in Secondary Schools
- A7 The Pennsylvania Department of Education (PDE) and NCATE strongly recommend this course in their accreditation standards. Content of this course is too extensive to be incorporated into the existing methods courses in other departments.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor
- B2 This course does not overlap with any other courses IUP. However, it is intended to be taken during the designated semester of methods courses for secondary and special area majors.
- B3 Seats in this course will not be available to students in the School of Continuing Education.

Section C: Implementation

- C1 Current faculty resources are adequate to offer this course and EX 300 to all education students. A new faculty member, Dr. Kent Jackson, was employed by the Special Education department for this purpose. He has special

qualifications in the area of working in inclusive classrooms.

C2 Other Resources:

- a. Current classroom space allocations are adequate within the department and the college.
- b. Special equipment is not required for this course.
- c. Laboratory supplies or other consumable goods are not required for this course.
- d. Library materials: Acquisitions will continue to be necessary. Acquisition budgets have been steady but small. Revision of this course will not change acquisition patterns or needs.
- e. Travel funds: No funds required specific to this course.

C3 No grant funds are associated with this course

C4. This course will be offered during the fall, spring, and summer semesters each year to enable students to plan their course of studies.

C5 Three sections of this course will be offered in the fall and spring semesters with one section offered in a summer session.

C6 Thirty-five (35) students will be accommodated per section of this course. The nature of the written assignments of this course limit the possibility of larger sections. Approximately 245 students per year or 105 students per the spring and fall semesters can be accommodated through these section offerings.

C7 There are no parameters for enrollment imposed by professional societies.

Section D: Miscellaneous

No additional information is necessary.

PART II

DESCRIPTION OF THE CURRICULUM CHANGE

1. New course syllabus is attached: See Appendix A

Catalog description, course title, number of credits and prerequisites:

EX 301 Education of Students with Disabilities in
Inclusive Secondary Classrooms 2c-ol-2sh

Prerequisites: For non-special education majors only. To be taken during the designated semester of methods courses for all secondary and special area majors.

This course examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. The course examines the differential impact of student characteristics on secondary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

2. Summary of proposed revisions:

- A. New course

3. Justification/rationale for the New Course:

- A. New course is to be a service course for all Secondary and Special Area education majors to be taken as a co-requisite with the respective major methods course.

- B. Course content to focus on instructional techniques for use in the inclusive classroom with students experiencing disabilities and cultural / linguistic diversity.

- C. Recent accreditation reports from NCATE and the Pennsylvania Department of Education have cited the College of Education for not providing sufficient course work in special education methodology for regular education majors. It was suggested by both organizations that the College of Education rectify this problem by requiring course work in this area.

The addition of this course will meet these requirements

4. The old syllabus of record: NOT APPLICABLE
5. Liberal Studies course approval form: NOT APPLICABLE

APPENDIX A

NEW SYLLABUS OF RECORD

EX 301 EDUCATION OF STUDENTS WITH DISABILITIES IN INCLUSIVE
SECONDARY CLASSROOMS

SYLLABUS

EX 301 - Education of Students with Disabilities in Inclusive Secondary Settings 2 credit course

Prerequisites: For Secondary Education Majors and others who will be certified to teach content from K-12

Course Description

This course examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. The course examines the differential impact of student characteristics on secondary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

Relationship of Course to the College Knowledge Base

This course uniquely represents the core knowledge base of the College of Education in its content. Throughout this course, secondary-level teacher candidates become thoroughly familiar with characteristics of learners who have disabilities, who are culturally and linguistically different, as well as learners who are at-risk for school failure. More importantly, teacher candidates develop strategies and lesson plans as a means of adapting and modifying instructional practices in meeting the academic and behavioral needs of these learners. Furthermore, teacher candidates demonstrate their exploration of important professional literature as a means to broaden their own knowledge base and demonstrate a commitment to the education of ALL learners. Collaboration, as a professional practice, is both described and experienced by the secondary-level teacher candidates in this course, as they work together in simulation activities which represent typical problem solving in schools.

Course Objectives

As outcomes of readings and experiences in this course, the student will demonstrate, through discussion and through formal and informal activities and evaluation, that he/she has a working knowledge of

1. the inclusive context of mainstreaming within education, and the unique problems that must be addressed at the secondary level;
2. general and specific characteristics of students with exceptionalities as well as all learners who present challenges to the regular classroom teacher;

3. the laws and services available for persons with exceptionalities, with particular emphasis on the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA);
4. the foundations of effective instruction including learning strategy training, social skill development, study skills, and organizational skills for all students including those with diverse learning needs;
5. prereferral interventions unique to the secondary level including the Instructional Support Team (IST) process and the Student Assistance Program (SAP);
6. ways in which various disabilities may affect the feelings, interactions, and expectations of students and teachers;
7. effective teaching and behavior management strategies and methods for intervening and evaluating the progress of students with exceptionalities and other students "at risk" for school failure;
8. modifying instructional practices in the content areas and using computers and other technologies to enhance instruction;
9. ways in which students with exceptionalities and diverse learning needs are more like their basic education peers than they are different.
10. the team approach to collaboration and consultation for problem solving and decision making in schools
11. transition planning and career/life education for secondary-level students with disabilities

Required Text

Schloss, P. J., Smith, M. A & Schloss, C. N. (1995). Instructional Methods for Adolescents with learning and problem behaviors. Allyn and Bacon: Boston, MA

Mancuso, E. (1992). The Right to Special Education in Pennsylvania - A guide for parents. Education Law Center: Harrisburg, PA

Course Outline

Weeks 1 & 2

- A. Elements of Mainstreaming (Inclusive) Practices for Secondary Placements
 1. Origins of mainstreaming
 2. Benefits of mainstreaming, barriers toward mainstreaming
 3. Current issues and trends
 4. Mainstreaming teams and the roles of members
 5. Prereferral intervention strategies

Week 3

- B. Individuals with Disabilities Education Act (IDEA)
 1. Right to a free, appropriate public education
 2. Due process for children and youth with disabilities and their parents
 3. Fairness in evaluation
 4. Least restrictive environment
 5. Individualized educational program

Weeks 4-9

- C. Methods for Including Students with Disabilities in Secondary-Level Classrooms
 1. Indicators of disabilities including learning disabilities, ADD/ADHD, mental retardation, behavioral disorders, communication disorders, physical and health impairments, autism, traumatic brain injury, vision and hearing impairments
 2. Assessment procedures
 3. Elements of a functional curriculum
 4. Adapting instructional and testing materials
 5. Methods in behavior management
 6. Teaching study skills, learning strategies, text comprehension strategies, mnemonic training, organizational skills, and "school survival" skills
 7. Modifying the physical environment
 8. Enhancing communication skill development
 9. Addressing social needs of students with disabilities
 10. Sensitizing "regular education" secondary students to disability-related issues
 11. Using technology in assessment and instruction

Weeks 10-11

- D. Methods for Teaching Students from Culturally and Linguistically Diverse Backgrounds
 1. Promoting acceptance of diversity
 2. Assessment and special services
 3. Adaptations for mainstreaming

Week 12

- E. Methods for Teaching Students at Risk for School Failure**
1. Child abuse and neglect
 2. Drug and alcohol abuse
 3. Eating disorders
 4. Delinquency
 5. Family issues
 6. Dropout
 7. Teen pregnancy and sexually transmitted diseases

Week 13-14

- F. Collaborative Practices**
1. Communication processes which enhance collaboration
 2. Communication processes which create barriers to effective communication
 3. The role of teaming and problem solving in school decision making

Week 15

- G. The Process of Transition**
1. Models of transition
 2. Transition barriers and supports
 3. Issues in academic programming and transition
 4. Academic assessment and planning for transition
 5. Citizenship skills

Course Requirements

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

Graded Assignments

1. Collaboration/teaming paper (45 points)
2. Adapted lesson plan (30 points)
3. Professional literature summary (25 points)
4. Observational summary/behavior management plan (20 points)

Mid-term evaluation

The mid-term evaluation will consist of an objective section (40 points) and an essay (20 points).

Final Examination

The final examination will consist of an objective section (60 points) and an essay portion (40 points).

In all written assignments, the following guidelines are used as criteria determining grade:

Technical Aspects (basic writing skills)

- a. Sentence structure - complete and grammatically correct
- b. Word usage - appropriate form, tense, and person
- c. Punctuation and spelling - correct usage and spelling
- d. Terminology - appropriate use of professional terms

Content (refers to the quality of written information)

- a. Paper addresses the specific topic.
- b. Importance/relevance is specified.
- c. Reasoning, logic, and cohesiveness are apparent.
- d. Paper has a clear beginning, middle, and ending.
- e. Information supports conclusion.

Scholarship (refers to the degree to which the paper demonstrates formal writing skills)

- a. Clarity and logic - extent to which ideas are communicated clearly and logically developed
- b. Transitions - coherence between sentences and paragraphs
- c. Paragraph construction - internal consistency of ideas within paragraphs
- d. Conclusions - extent to which conclusions follow and are consistent with earlier statements

Grade Determination:

In determining grades for each student, cumulative points will be tallied for each student. Letter grades will be determined after rank-ordering the total points from highest to lowest. All letter grades will be based on the highest number of OBTAINED points (not POSSIBLE points), according to the following:

- a. The range of A's will be comprised of the scores that fall within 7% of the highest number of OBTAINED points.
- b. The range of B's will be comprised of the scores that fall between 7% and 14% of the highest numbers of OBTAINED points.
- c. The range of C's will be comprised of the scores that fall between 14% and 21% of the highest numbers of OBTAINED points.
- d. The range of D's will be comprised of the scores that fall between 21% and 28% of the highest numbers of OBTAINED points.

The utilization of such a grading system allows for everyone in the class to earn A's, yet it permits flexibility in the event that a student enrolls in the course

without the intention of completing the requirements of the course in a serious manner.

Attendance

The University currently upholds an attendance policy. You may miss up to two classes without repercussion (because this is a 2-credit course), however, 10 points will be deducted from your overall total points for each class missed beyond two. Exceptions are made for religious holiday, medical emergencies, or family emergencies.

EX 301 EDUCATION OF STUDENTS WITH DISABILITIES
IN INCLUSIVE SECONDARY CLASSROOMS

COURSE OUTCOMES

COMPETENCE

EXIT OUTCOME #1: Communicates effectively in written and oral form.

KNOWLEDGE BASE: The teacher candidate demonstrates well-developed skills in content and pedagogy.

PERFORMANCE INDICATORS

- conveys ideas and concepts clearly and engages the attention of the learner, taking into account their learning strengths and specific weaknesses.
- Uses effective nonverbal techniques which are congruent with verbal communication.
- Uses vocabulary appropriate to age level and content through an understanding of learners' communication strengths and limitations.
- Adjusts written communication style to the nature of the task and the understanding of the learner.

EXIT OUTCOME #2: Displays ability to assume total responsibility for the classroom

PERFORMANCE INDICATORS

- Considers individual differences in determining beginning levels of tasks.
- Demonstrates the ability to analyze a task and reduce it to its component parts and sequence.

EXIT OUTCOME #3: Uses appropriate techniques for assessment, both formally and informally.

PERFORMANCE INDICATORS

- Assesses students' levels of prerequisite knowledge and skills and uses this information for appropriate planning through knowledge of methods in curriculum-based assessment.
- Matches appropriate assessment methods to the goals set for instruction.
- Designs assessments (e.g. performance, paper and pencil, personal communication) appropriate to both the nature of the task and the learning styles of individual students.
- Assesses student's short term and long term learning.
- Utilizes available diagnostic information in instructional planning.

EXIT OUTCOME #4: Uses well developed pedagogical skills in teaching content.

PERFORMANCE INDICATORS

- Identifies appropriate benchmarks for students with an understanding of learners' communication, behavioral, as well as academic needs.
- Uses techniques like voice and proximity to motivate students to perform at a level commensurate with their abilities.
- Uses effective techniques for conveying content area to student with an understanding of adapting and/or modifying instructional materials and methods.

EXIT OUTCOME #5: Provides for classroom management.

PERFORMANCE INDICATORS

- Uses appropriate observational strategies to ensure that students are supervised all the time.
- Deals appropriately and consistently with disruptive behavior through an understanding of positive behavioral management strategies for both group and individual.
- Establishes appropriate standards for classroom behavior in which diversity in learning styles is accommodated.
- Presents a model for desirable behavior.
- Channels student energies into productive energies.
- Develops and implements appropriate consequences for individual misbehavior through an understanding of learner differences.
- Avoids meaningless or inappropriate threats through an understanding of behavioral management strategies.
- Keeps students on task utilizing techniques in effective instructional design and positive behavioral management.
- Uses a variety of classroom management strategies.

EXIT OUTCOME #6: Uses a variety of teaching materials and equipment creatively and effectively.

- Prepares and organizes needed equipment and materials in advance accounting for individual learning styles within diverse classroom environments.
- Selects materials and equipment appropriate to lesson outcomes and of individual learning styles.
- Prepares appropriate well constructed materials which are professional in appearance and which incorporate necessary technological apparatus which may be required by learners with various learning needs.
- The teacher candidate understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development based on an understanding typical and atypical child and adolescent development.

COMMITMENT

EXIT OUTCOME #1: Displays professionalism in all interactions within the classroom and in the community

KNOWLEDGE BASE: The teacher candidate is a reflective practitioner who continually evaluates the effects of choices and actions and who seeks opportunities to grow professionally.

PERFORMANCE INDICATORS

- Exhibits a positive attitude toward professional responsibilities and fulfills responsibilities promptly through the development of a personal teaching philosophy which includes a responsibility to learners with diverse learning needs.
- Keeps accurate and adequate records which utilize observational strategies and curriculum-based measurement.
- Reconciles personal ethics with school and community expectations.
- Interacts with faculty, students, and staff in a manner that merits respect, uses appropriate language and maintains a professional dress code.
- Maintains confidentiality of all student information, and utilizes guidelines established within PL 94-142 with respect to the confidentiality and due process rights of parents of students with disabilities.
- Follows proper protocol when dealing with administration, faculty, and staff members (follows proper chain of command within the school district).

EXIT OUTCOME # 2: **Demonstrates broad understandings and affirmation of cultural, ethnic, academic, and socioeconomic diversity.**

PERFORMANCE INDICATORS

- Shows fairness, tact, compassion, and respect for individuals through an understanding of typical and atypical child development and an understanding of diverse learning needs.
- Uses good judgement in dealing with students with an understanding of federal laws and guidelines related to student with disabilities.
- Avoids stereotyping students through an understanding of typical and atypical child development and learning styles and communication differences among learners.
- Facilitates development of a positive self-concept for all students.
- Accommodates students of diverse backgrounds and learning styles by utilizing methods of adapting lessons and modifying learning opportunities.

EXIT OUTCOME #3: **Exhibits personal involvement in teaching.**

PERFORMANCE INDICATORS

- Recognizes the efforts and achievements of students particularly as they relate to the individual educational programs and transition plans of students with disabilities.
- Projects enthusiasm in teaching which is reflected in voice and action accounting for diverse learning needs among student population.

EXIT OUTCOME #4: **Establishes a positive environment for acceptance of student ideas.**

PERFORMANCE INDICATORS

- Values and encourages differences of opinion and utilizes specific methods in attitude change theory as it relates to individuals with diverse learning needs.
- Provides activities allowing a variety of responses through knowledge of individual learning styles and effective instructional strategies.
- Demonstrates a democratic approach within the classroom and encourages the active participation of all students.

EXIT OUTCOME #5: **Accepts suggestions and modifies behavior accordingly.**

PERFORMANCE INDICATORS

- Solicits suggestions for improvement by utilizing effective communication skills among peers including those associated with collaborative teaching methods.

EXIT OUTCOME #6: **Serves as a positive role model for students, colleagues and parents.**

PERFORMANCE INDICATORS

- Deals with conflict effectively through an understanding of peer collaboration skills and techniques.
- Uses discretion and professionalism in oral and written communication through an understanding of the collaboration and problem-solving processes associated with inclusive schooling practices.
- Demonstrate concern for the needs of others.

LEARNER

EXIT OUTCOME #1: **Emphasizes the teaching of learning strategies over rote learning of specific facts and content and encourages active participation in the learning process.**

KNOWLEDGE BASE: The teacher candidate incorporates information about how students learn and develop, and provides learning opportunities that support students' intellectual, social and personal development.

PERFORMANCE INDICATORS

- Provides consistent opportunities for critical thinking through an understanding of a student's cognitive and metacognitive development.
- Promotes learning with experiential activities through an understanding of typical and atypical child development and learning styles of students with disabilities.
- Teaches learning strategies appropriate for the content which are appropriate for learners and appropriate in meeting student's transition plans and individual educational programs.
- Uses a variety of instructional strategies that accommodate diverse learners within the classroom.
- Matches teaching strategies to desired learning outcomes, student needs and learning styles.

EXIT OUTCOME #2: Applies principles of learning to classroom practice.

PERFORMANCE INDICATORS

- Leads students to think critically through skillful questioning, analyzing, synthesizing, and through simulated exercises of questioning techniques.
- Identifies and uses reteaching to reinforce learning based on results of curriculum-based measurement techniques.
- Uses positive reinforcement techniques such as praise, nonverbal cues, and encouragement through an understanding of reinforcement theory for students with diverse learning needs.
- Provides differentiated instruction for varying abilities and interests.
- Previews, summarizes and reteaches as necessary utilizing methods in curriculum-based assessment strategies.
- Encourages student initiated and dominated learning activities through an understanding of cooperative learning activities within heterogeneous classroom settings.
- Involves students in a variety of practical applications of skills.
- Sets reasonable and realistic standards for students based on full knowledge of the individual educational programs of students with disabilities.
- Monitors students academic progress and social behavior and adjusts instruction accordingly through an understanding of methods in curriculum-based assessment.
- Uses wait time appropriately.
- Adapts the physical environment to stimulate learning.
- Creates opportunities for individual and small group interactions.

EXIT OUTCOME #3: Demonstrates understanding of the growth and developmental characteristics of students being taught by engaging in developmentally appropriate practices.

PERFORMANCE INDICATORS

- Provides appropriate outlets for student energies through an understanding of typical and atypical growth and development.
- Matches activities to attention span of students through an understanding of the specific learning needs of students with particular types of disabilities which impede attention processes.
- Accommodates differences through an understanding of prereferral strategies including incorporating the services of instructional support processes within the school building.
- Recognizes that students develop at their own rate through an understanding of typical and atypical child development.
- Uses developmentally appropriate instructional strategies, content, activities, and materials through an understanding of diversity within the classroom context.

COLLABORATION

EXIT OUTCOME #1: Interacts effectively with all members of the educational community.

KNOWLEDGE BASE: The teacher candidate fosters collaboration and supportive interaction within the school community.

PERFORMANCE INDICATORS

- Uses knowledge and effective communication skills necessary for successful collaboration including co-teaching strategies.
- Emphasizes a positive interaction process with students.
- Uses student input to establish classroom goals, plan activities, evaluate learner outcomes, solve problems and establish classroom rules.
- Shares ideas and works frequently and effectively with other teachers, professionals and interacting agencies through an understanding of collaborative practices and skills as well as barriers associated with the teaming process.
- Engages in discussion with supervisors to resolve problems and plan effective interactions.
- Promotes and participates in the spirit of partnership with faculty, administration and other school personnel.
- Participates in and contributes to the reaching of consensus.
- Uses effective decision making strategies.
- Demonstrates skill and willingness to work with community members and groups when appropriate with an understanding of the essentials of interagency collaboration which is necessary in dealing with students with disabilities.

EXIT OUTCOME #2: Encourages collaboration among students.

PERFORMANCE INDICATORS

- Plans for and uses cooperative learning and teaching strategies through an understanding of cooperative learning strategies and team-building techniques.
- Provides opportunities to develop and implement joint projects which include all students in a diverse learning environment.
- Involves students in cooperative planning and goal setting, particularly as it may relate to the development of an individual educational program or transition plan.
- Uses appropriate grouping patterns to facilitate learning.
- Teaches and uses conflict resolution strategies and models those skills in a consistent manner in daily teaching activities.
- Uses various group learning strategies.
- Uses and teaches interpersonal communication skills.

CONTENT

EXIT OUTCOME #1: Demonstrates firm grounding in academic subject.

KNOWLEDGE BASE: The teacher candidate understands the central concepts, tools of inquiry, and discipline to be taught and can create learning experiences that make these aspects of subject matter meaningful for students.

PERFORMANCE INDICATORS

- Demonstrates depth and breadth of knowledge in the specific discipline and utilizes methods of adaptation and accommodation for students with diverse learning needs.
- Uses practical examples to clarify and explain theoretical constructs.

- Researches current status of content area or particular strategies that may be necessary in meeting the learning needs of all students within the classroom.
- Demonstrates current knowledge of content areas and identifies resources that will be of use in remaining current.

EXIT OUTCOME #2: Plans for student engagement in issues, processes, and material related to the subject matter.

PERFORMANCE INDICATORS

- Develops comprehensive plans including appropriate outcomes, procedures, materials and activities, particularly the individual educational program and transition plan process associated with students who have disabilities.
- Develops sequential lessons and reinforces previous learning utilizing methods of effective instructional strategies.
- Designs plans that address long-range goals and planned courses of study and address the learning needs of students who may need modifications within the curriculum.
- Provides learning tasks that are appropriate for both age and learning style.
- Provides for student involvement in the assessment process through an understanding of methods of curriculum-based assessment and self-management strategies.

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

UWUCC USE Only
Number: _____
Submission Date: _____
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Joseph Domaracki Phone X5678
Department Special Education and Clinical Services

II. PROPOSAL TYPE (Check All Appropriate Lines)

| | |
|---|--|
| _____ COURSE | <u>EX ST REG ELEM CLSRM</u> |
| | <small>Suggested 20 character title</small> |
| _____ New Course* | _____ |
| | <small>Course Number and Full Title</small> |
| <input checked="" type="checkbox"/> Course Revision | <u>EX 300 - Education of Students with Disabilities in Inclusive Elementary Classrooms</u> |
| | <small>Course Number and Full Title</small> |
| _____ Liberal Studies Approval+ for new or existing course | _____ |
| | <small>Course Number and Full Title</small> |
| _____ Course Deletion | _____ |
| | <small>Course Number and Full Title</small> |
| _____ Number and/or Title Change | _____ |
| | <small>Old Number and/or Full Old Title</small> |
| | _____ |
| | <small>New Number and/or Full New Title</small> |
| _____ Course or Catalog Description Change | _____ |
| | <small>Course Number and Full Title</small> |
| _____ PROGRAM: | _____ Major _____ Minor _____ Track |
| _____ New Program* | _____ |
| | <small>Program Name</small> |
| _____ Program Revision* | _____ |
| | <small>Program Name</small> |
| _____ Program Deletion* | _____ |
| | <small>Program Name</small> |
| _____ Title Change | _____ |
| | <small>Old Program Name</small> |
| | _____ |
| | <small>New Program Name</small> |

III. Approvals (signatures and date)

| | |
|--|--|
| <u>Joseph Domaracki</u> 1-20-97 Department Curriculum Committee | <u>Robert D. D'Amico</u> Department Chair |
| <u>John Burg</u> 2/15/97 College Curriculum Committee | <u>John Burg</u> College Dean |

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A1 This course is not intended for Education of Exceptional Persons majors. It is designed for all Elementary and Early Childhood majors.
- A2 This course is intended for use when a specific program of study requires a special education course for their teacher education majors or as an alternative to EX 481 the Special Education Competency Test (SECT).
- A3 EX 300 is currently offered to all education majors for 3 credits.
- A4 This course is not intended to be dual level.
- A5 This course is not to be taken for variable credit
- A6 Similar courses are offered at these institutions: SUNY at Fredonia - ED 250 Introduction to the Exceptional Learner; Lock Haven University - SPEC 105 Introduction to Exceptionalities and University of Illinois SPED 308 Teaching Students with Learning and Behavior Problems in the Regular Classroom
- A7 The Pennsylvania Department of Education (PDE) and NCATE strongly recommend this course in their accreditation standards. Content of this course is too extensive to be incorporated into the existing methods courses in other departments.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 This course does not overlap with any other courses at IUP. However, it is intended to be taken during the designated semester of methods courses for elementary and early childhood majors.
- B3 Seats in this course will not be available to students in the School of Continuing Education.

Section C: Implementation

- C1 Current faculty resources are adequate to offer this course and EX 301 to all teacher education majors. A new faculty member, Dr. Kent Jackson, was employed by the Special

Education department for this purpose. He has special qualifications in the area of working in inclusive classrooms

C2 Other Resources:

- a. Current classroom space allocations are adequate within the department and the college.
- b. Special equipment is not required for this course.
- c. Laboratory supplies or other consumable goods are not required for this course.
- d. Library materials: Acquisitions will continue to be necessary. Acquisition budgets have been steady but small. Revision of this course will not change acquisition patterns or needs.
- e. Travel funds: No funds required specific to this course.

C3 No grant funds are associated with this course

C4. This course will be offered during the fall, spring, and summer semesters each year to enable students to plan their course of studies.

C5 Four sections of this course will be offered in the fall and spring semesters with one section offered in a summer session.

C6 Thirty-five (35) students will be accommodated per section of this course. The nature of the written assignments of this course limit the possibility of larger sections. Approximately 315 students per year or 140 students per the spring and fall semester can be accommodated through these section offerings.

C7 There are no parameters for enrollment imposed by professional societies.

Section D: Miscellaneous

No additional information is necessary.

PART II

DESCRIPTION OF THE CURRICULUM CHANGE

1. New course syllabus is attached: See Appendix A

Catalog description, course title, number of credits and prerequisites:

EX 300 Education of Students with Disabilities in
Inclusive Elementary Classrooms 2c-01-2sh

Prerequisites: For non-special education majors only. To be taken during the designated semester of methods courses for elementary and early childhood majors.

This course examines the issues associated with education of learners with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. The course examines the differential impact of student characteristics on elementary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

2. Summary of proposed revisions:

- A. Course name change
- B. Content revision
- C. Change from 3 credits to 2 credits

3. Justification/rationale for the revision:

- A. Revised course to be a service course for all Elementary and Early childhood majors to be taken as a co-requisite with the respective major methods course.
- B. Course content to focus on instructional techniques for use in the inclusive classroom with students experiencing disabilities and cultural / linguistic diversity.
- C. Recent accreditation reports from NCATE and the Pennsylvania Department of Education have cited the College of Education for not providing sufficient

course work in special education methodology for regular education majors. It was suggested by both organizations that the College of Education rectify this problem by requiring course work in this area. The addition of this course will meet these requirements

4. The old syllabus of record: See Appendix B
5. Liberal Studies course approval form: NOT APPLICABLE

APPENDIX A

NEW SYLLABUS OF RECORD

EX 300 EDUCATION OF STUDENTS WITH DISABILITIES IN INCLUSIVE
ELEMENTARY CLASSROOMS

SYLLABUS

EX 300 - Education of Students with Disabilities in Inclusive Elementary Classrooms 2 credit course

Prerequisites: For Early Childhood and Elementary Education Majors Only

Course Description

This course examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. The course examines the differential impact of student characteristics on elementary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

Relationship of Course to the College Knowledge Base

This course uniquely represents the core knowledge base of the College of Education in its content. Throughout this course, elementary-level teacher candidates become thoroughly familiar with characteristics of learners who have disabilities as well as learners who are at-risk for school failure. More importantly, teacher candidates develop strategies and lesson plans as a means of adapting and modifying instructional practices in meeting the academic and behavioral needs of these learners. Furthermore, teacher candidates demonstrate their exploration of important professional literature as a means to broaden their own knowledge base and demonstrate a commitment to the education of ALL learners. Collaboration, as a professional practice, is both described and experienced by the elementary-level teacher candidates in this course, as they work together in simulation activities which represent typical problem solving in schools.

Course Objectives

As outcomes of readings and experiences in this course, the student will demonstrate, through discussion and through formal and informal activities and evaluation, that he/she has a working knowledge of

1. the inclusive context of mainstreaming within education;
2. general and specific characteristics of students with exceptionalities as well as all learners who present challenges to the regular classroom teacher;

3. the laws and services available for persons with exceptionalities, with particular emphasis on the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA);
4. the foundations of effective instruction for all students including those with diverse learning needs;
5. developmental stages in prereferral and referral processes (i.e., the Instructional Support Team process);
6. ways in which various disabilities may affect the feelings, interactions, and expectations of students and teachers;
7. effective teaching and behavior management strategies and methods for intervening and evaluating the progress of students with exceptionalities and other students "at risk" for school failure;
8. modifying instructional practices in the content areas and using computers and other technologies to enhance instruction;
9. ways in which students with exceptionalities and diverse learning needs are more like their basic education peers than they are different.
10. the team approach to collaboration and consultation for problem solving and decision making in schools

Required Text

Lewis, R. B. & Doorlag, D. H. (1995). *Teaching Special Students in the Mainstream*. (4th Edition). Merrill: Englewood Cliffs, NJ

Mancuso, E. (1992). *The Right to Special Education in Pennsylvania - A guide for parents*. Education Law Center: Harrisburg, PA

Course Outline

Weeks 1 & 2

- A. Elements of Mainstreaming (Inclusive) Practices
 1. Origins of mainstreaming
 2. Benefits of mainstreaming
 3. Current issues and trends
 4. Mainstreaming teams and the roles of members
 5. Prereferral intervention strategies

Week 3

- B. Individuals with Disabilities Education Act (IDEA)**
 1. Right to a free, appropriate public education
 2. Due process for children and youth with disabilities and their parents
 3. Fairness in evaluation
 4. Least restrictive environment
 5. Individualized educational program

Weeks 4-9

- C. Methods for Including Students with Disabilities in Elementary-Level Classrooms**
 1. Indicators of disabilities including learning disabilities, ADD/ADHD, mental retardation, behavioral disorders, communication disorders, physical and health impairments, autism, traumatic brain injury, vision and hearing impairments
 2. Assessment procedures
 3. Elements of a functional curriculum
 4. Adapting instructional and testing materials
 5. Methods in behavior management
 6. Teaching study skills and learning strategies
 7. Modifying the physical environment
 8. Enhancing communication skill development
 9. Addressing social needs of students with disabilities
 10. Using technology in assessment and instruction

Weeks 10-11

- D. Methods for Teaching Students from Culturally and Linguistically Diverse Backgrounds**
 1. Promoting acceptance of diversity
 2. Assessment and special services
 3. Adaptations for mainstreaming

Weeks 12-13

- E. Methods for Teaching Students at Risk for School Failure**
 1. Child abuse and neglect
 2. Drug and alcohol abuse
 3. Eating disorders
 4. Delinquency
 5. Family issues

Weeks 14-15

F. Collaborative Practices

1. Communication processes which enhance collaboration
2. Communication processes which create barriers to effective communication
3. The role of teaming and problem solving in school decision making

Course Requirements

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

Graded Assignments

1. Collaboration/teaming paper (45 points)
2. Adapted lesson plan (30 points)
3. Professional literature summary (25 points)
4. Observational summary/behavior management plan (20 points)

Mid-term evaluation

The mid-term evaluation will consist of an objective section (40 points) and an essay (20 points).

Final Examination

The final examination is cumulative and contributes 160 points to the overall grade.

In all written assignments, the following guidelines are used as criteria determining grade:

Technical Aspects (basic writing skills)

- a. Sentence structure - complete and grammatically correct
- b. Word usage - appropriate form, tense, and person
- c. Punctuation and spelling - correct usage and spelling
- d. Terminology - appropriate use of professional terms

Content (refers to the quality of written information)

- a. Paper addresses the specific topic.
- b. Importance/relevance is specified.
- c. Reasoning, logic, and cohesiveness are apparent.
- d. Paper has a clear beginning, middle, and ending.
- e. Information supports conclusion.

Scholarship (refers to the degree to which the paper demonstrates formal writing skills)

- a. **Clarity and logic** - extent to which ideas are communicated clearly and logically developed
- b. **Transitions** - coherence between sentences and paragraphs
- c. **Paragraph construction** - internal consistency of ideas within paragraphs
- d. **Conclusions** - extent to which conclusions follow and are consistent with earlier statements

Grade Determination:

In determining grades for each student, cumulative points will be tallied for each student. Letter grades will be determined after rank-ordering the total points from highest to lowest. All letter grades will be based on the highest number of OBTAINED points (not POSSIBLE points), according to the following:

- a. The range of A's will be comprised of the scores that fall within 7% of the highest number of OBTAINED points.
- b. The range of B's will be comprised of the scores that fall between 7% and 14% of the highest numbers of OBTAINED points.
- c. The range of C's will be comprised of the scores that fall between 14% and 21% of the highest numbers of OBTAINED points.
- d. The range of D's will be comprised of the scores that fall between 21% and 28% of the highest numbers of OBTAINED points.

The utilization of such a grading system allows for everyone in the class to earn A's, yet it permits flexibility in the event that a student enrolls in the course without the intention of completing the requirements of the course in a serious manner.

Attendance

The University currently upholds an attendance policy. You may miss up to two classes without repercussion (because this is a 2-credit course), however, 10 points will be deducted from your overall total points for each class missed beyond two. Exceptions are made for religious holidays, medical emergencies, or family emergencies.

EX 300 EDUCATION OF STUDENTS WITH DISABILITIES
IN INCLUSIVE ELEMENTARY CLASSROOMS

COURSE OUTCOMES

COMPETENCE

EXIT OUTCOME #1: Communicates effectively in written and oral form.

KNOWLEDGE BASE: The teacher candidate demonstrates well-developed skills in content and pedagogy.

PERFORMANCE INDICATORS

- conveys ideas and concepts clearly and engages the attention of the learner, taking into account their learning strengths and specific weaknesses.
- Uses effective nonverbal techniques which are congruent with verbal communication.
- Uses vocabulary appropriate to age level and content through an understanding of learners' communication strengths and limitations.
- Adjusts written communication style to the nature of the task and the understanding of the learner.

EXIT OUTCOME #2: Displays ability to assume total responsibility for the classroom

PERFORMANCE INDICATORS

- Considers individual differences in determining beginning levels of tasks.
- Demonstrates the ability to analyze a task and reduce it to its component parts and sequence.

EXIT OUTCOME #3: Uses appropriate techniques for assessment, both formally and informally.

PERFORMANCE INDICATORS

- Assesses students' levels of prerequisite knowledge and skills and uses this information for appropriate planning through knowledge of methods in curriculum-based assessment.
- Matches appropriate assessment methods to the goals set for instruction.
- Designs assessments (e.g. performance, paper and pencil, personal communication) appropriate to both the nature of the task and the learning styles of individual students.
- Assesses student's short term and long term learning.
- Utilizes available diagnostic information in instructional planning.

EXIT OUTCOME #4: Uses well developed pedagogical skills in teaching content.

PERFORMANCE INDICATORS

- Identifies appropriate benchmarks for students with an understanding of learners' communication, behavioral, as well as academic needs.
- Uses techniques like voice and proximity to motivate students to perform at a level commensurate with their abilities.
- Uses effective techniques for conveying content area to student with an understanding of adapting and/or modifying instructional materials and methods.

EXIT OUTCOME #5: Provides for classroom management.

PERFORMANCE INDICATORS

- Uses appropriate observational strategies to ensure that students are supervised all the time.
- Deals appropriately and consistently with disruptive behavior through an understanding of positive behavioral management strategies for both group and individual.
- Establishes appropriate standards for classroom behavior in which diversity in learning styles is accommodated.
- Presents a model for desirable behavior.
- Channels student energies into productive energies.
- Develops and implements appropriate consequences for individual misbehavior through an understanding of learner differences.
- Avoids meaningless or inappropriate threats through an understanding of behavioral management strategies.
- Keeps students on task utilizing techniques in effective instructional design and positive behavioral management.
- Uses a variety of classroom management strategies.

EXIT OUTCOME #6: Uses a variety of teaching materials and equipment creatively and effectively.

- Prepares and organizes needed equipment and materials in advance accounting for individual learning styles within diverse classroom environments.
- Selects materials and equipment appropriate to lesson outcomes and of individual learning styles.
- Prepares appropriate well constructed materials which are professional in appearance and which incorporate necessary technological apparatus which may be required by learners with various learning needs.
- The teacher candidate understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development based on an understanding typical and atypical child and adolescent development.

COMMITMENT

EXIT OUTCOME #1: Displays professionalism in all interactions within the classroom and in the community

KNOWLEDGE BASE: The teacher candidate is a reflective practitioner who continually evaluates the effects of choices and actions and who seeks opportunities to grow professionally.

PERFORMANCE INDICATORS

- Exhibits a positive attitude toward professional responsibilities and fulfills responsibilities promptly through the development of a personal teaching philosophy which includes a responsibility to learners with diverse learning needs.
- Keeps accurate and adequate records which utilize observational strategies and curriculum-based measurement.
- Reconciles personal ethics with school and community expectations.
- Interacts with faculty, students, and staff in a manner that merits respect, uses appropriate language and maintains a professional dress code.
- Maintains confidentiality of all student information, and utilizes guidelines established within PL 94-142 with respect to the confidentiality and due process rights of parents of students with disabilities.
- Follows proper protocol when dealing with administration, faculty, and staff members (follows proper chain of command within the school district).

EXIT OUTCOME # 2: Demonstrates broad understandings and affirmation of cultural, ethnic, academic, and socioeconomic diversity.

PERFORMANCE INDICATORS

- Shows fairness, tact, compassion, and respect for individuals through an understanding of typical and atypical child development and an understanding of diverse learning needs.
- Uses good judgement in dealing with students with an understanding of federal laws and guidelines related to student with disabilities.
- Avoids stereotyping students through an understanding of typical and atypical child development and learning styles and communication differences among learners.
- Facilitates development of a positive self-concept for all students.
- Accommodates students of diverse backgrounds and learning styles by utilizing methods of adapting lessons and modifying learning opportunities.

EXIT OUTCOME #3: Exhibits personal involvement in teaching.

PERFORMANCE INDICATORS

- Recognizes the efforts and achievements of students particularly as they relate to the individual educational programs of students with disabilities.
- Projects enthusiasm in teaching which is reflected in voice and action accounting for diverse learning needs among student population.

EXIT OUTCOME #4: Establishes a positive environment for acceptance of student ideas.

PERFORMANCE INDICATORS

- Values and encourages differences of opinion and utilizes specific methods in attitude change theory as it relates to individuals with diverse learning needs.
- Provides activities allowing a variety of responses through knowledge of individual learning styles and effective instructional strategies.
- Demonstrates a democratic approach within the classroom and encourages the active participation of all students.

EXIT OUTCOME #5: Accepts suggestions and modifies behavior accordingly.

PERFORMANCE INDICATORS

- Solicits suggestions for improvement by utilizing effective communication skills among peers including those associated with collaborative teaching methods.

EXIT OUTCOME #6: Serves as a positive role model for students, colleagues and parents.

PERFORMANCE INDICATORS

- Deals with conflict effectively through an understanding of peer collaboration skills and techniques.
- Uses discretion and professionalism in oral and written communication through an understanding of the collaboration and problem-solving processes associated with inclusive schooling practices.
- Demonstrate concern for the needs of others.

LEARNER

EXIT OUTCOME #1: Emphasizes the teaching of learning strategies over rote learning of specific facts and content and encourages active participation in the learning process.

KNOWLEDGE BASE: The teacher candidate incorporates information about how students learn and develop, and provides learning opportunities that support students' intellectual, social and personal development.

PERFORMANCE INDICATORS

- Provides consistent opportunities for critical thinking through an understanding of a student's cognitive and metacognitive development.
- Promotes learning with experiential activities through an understanding of typical and atypical child development and learning styles of students with disabilities.
- Teaches learning strategies appropriate for the content which are appropriate for learners and appropriate in meeting student's individual educational programs.
- Uses a variety of instructional strategies that accommodate diverse learners within the classroom.
- Matches teaching strategies to desired learning outcomes, student needs and learning styles.

EXIT OUTCOME #2: Applies principles of learning to classroom practice.

PERFORMANCE INDICATORS

- Leads students to think critically through skillful questioning, analyzing, synthesizing, and through simulated exercises of questioning techniques.
- Identifies and uses reteaching to reinforce learning based on results of curriculum-based measurement techniques.
- Uses positive reinforcement techniques such as praise, nonverbal cues, and encouragement through an understanding of reinforcement theory for students with diverse learning needs.
- Provides differentiated instruction for varying abilities and interests.
- Previews, summarizes and reteaches as necessary utilizing methods in curriculum-based assessment strategies.
- Encourages student initiated and dominated learning activities through an understanding of cooperative learning activities within heterogeneous classroom settings.
- Involves students in a variety of practical applications of skills.
- Sets reasonable and realistic standards for students based on full knowledge of the individual educational programs of students with disabilities.
- Monitors students academic progress and social behavior and adjusts instruction accordingly through an understanding of methods in curriculum-based assessment.
- Uses wait time appropriately.
- Adapts the physical environment to stimulate learning.
- Creates opportunities for individual and small group interactions.

EXIT OUTCOME #3: Demonstrates understanding of the growth and developmental characteristics of students being taught by engaging in developmentally appropriate practices.

PERFORMANCE INDICATORS

- Provides appropriate outlets for student energies through an understanding of typical and atypical growth and development.
- Matches activities to attention span of students through an understanding of the specific learning needs of students with particular types of disabilities which impede attention processes.
- Accommodates differences through an understanding of prereferral strategies including incorporating the services of instructional support processes within the school building.
- Recognizes that students develop at their own rate through an understanding of typical and atypical child development.
- Uses developmentally appropriate instructional strategies, content, activities, and materials through an understanding of diversity within the classroom context.

COLLABORATION

EXIT OUTCOME #1: Interacts effectively with all members of the educational community.

KNOWLEDGE BASE: The teacher candidate fosters collaboration and supportive interaction within the school community.

PERFORMANCE INDICATORS

- Uses knowledge and effective communication skills necessary for successful collaboration including co-teaching strategies.
- Emphasizes a positive interaction process with students.
- Uses student input to establish classroom goals, plan activities, evaluate learner outcomes, solve problems and establish classroom rules.
- Shares ideas and works frequently and effectively with other teachers, professionals and interacting agencies through an understanding of collaborative practices and skills as well as barriers associated with the teaming process.
- Engages in discussion with supervisors to resolve problems and plan effective interactions.
- Promotes and participates in the spirit of partnership with faculty, administration and other school personnel.
- Participates in and contributes to the reaching of consensus.
- Uses effective decision making strategies.
- Demonstrates skill and willingness to work with community members and groups when appropriate with an understanding of the essentials of interagency collaboration which is necessary in dealing with students with disabilities.

EXIT OUTCOME #2: Encourages collaboration among students.

PERFORMANCE INDICATORS

- Plans for and uses cooperative learning and teaching strategies through an understanding of cooperative learning strategies and team-building techniques.
- Provides opportunities to develop and implement joint projects which include all students in a diverse learning environment.
- Involves students in cooperative planning and goal setting, particularly as it may relate to the development of an individual educational program.
- Uses appropriate grouping patterns to facilitate learning.
- Teaches and uses conflict resolution strategies and models those skills in a consistent manner in daily teaching activities.
- Uses various group learning strategies.
- Uses and teaches interpersonal communication skills.

CONTENT

EXIT OUTCOME #1: Demonstrates firm grounding in academic subject.

KNOWLEDGE BASE: The teacher candidate understands the central concepts, tools of inquiry, and discipline to be taught and can create learning experiences that make these aspects of subject matter meaningful for students.

PERFORMANCE INDICATORS

- Demonstrates depth and breadth of knowledge in the specific discipline and utilizes methods of adaptation and accommodation for students with diverse learning needs.
- Uses practical examples to clarify and explain theoretical constructs.

- Researches current status of content area or particular strategies that may be necessary in meeting the learning needs of all students within the classroom.
- Demonstrates current knowledge of content areas and identifies resources that will be of use in remaining current.

EXIT OUTCOME #2: Plans for student engagement in issues, processes, and material related to the subject matter.

PERFORMANCE INDICATORS

- Develops comprehensive plans including appropriate outcomes, procedures, materials and activities, particularly the individual education program process associated with students who have disabilities.
- Develops sequential lessons and reinforces previous learning utilizing methods of effective instructional strategies.
- Designs plans that address long-range goals and planned courses of study and address the learning needs of students who may need modifications within the curriculum.
- Provides learning tasks that are appropriate for both age and learning style.
- Provides for student involvement in the assessment process through an understanding of methods of curriculum-based assessment and self-management strategies.

APPENDIX B
OLD SYLLABUS OF RECORD

SYLLABUS

EX 300 - Education of Exceptional Students in Regular Classrooms
Spring 1995 - M W F - 2:15-3:15

Professor Susan Glor-Scheib
408 Davis Hall - 357-5687
Office Hours: M W F -9:45-11:30

For Non-Special Education Majors Only

Course Description

This course examines the real issues associated with mainstreaming, an ongoing, dynamic process of schooling for all students regardless of ability, disability, gender, socioeconomic status, family structure, ethnicity, or language spoken. Effective instructional techniques are effective instructional techniques whether applied to students with or without disabilities, students for whom English is not the primary language, or students who come from single-parent homes in low SES, inner-city neighborhoods. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the inherent responsibilities of educators in addressing those rights. The overriding emphasis throughout this course is to develop teacher candidates' thinking about inclusive education. As educators, we no longer hold with the myths concerning the ability or the appropriateness of each individual teacher to handle all student's challenges in the classroom. We know that the demands of educating this nation's children require the collective abilities of all of us together. In this course, we will explode the pre-conceived notions that you may hold about education. This is good. You should be prepared for shifting your own thinking in an ongoing way, at the preservice level and as teaching professionals. Change is the hallmark of education in this society.

Relationship of Course to the College Knowledge Base

This course uniquely represents the core knowledge base of the College of Education in its content. Throughout this course, teacher candidates become thoroughly familiar with characteristics of learners who have disabilities as well as learners who are at-risk for school failure. More importantly, teacher candidates develop strategies and lesson plans as a means of adapting and modifying instructional practices in meeting the academic and behavioral needs of these learners. Furthermore, teacher candidates demonstrate their exploration of important professional literature as a means to broaden their own knowledge base and demonstrate a commitment to the education of ALL learners. Collaboration, as a professional practice, is both described and experienced by the teacher candidates in this course, as they work together in simulation activities which

represent typical problem solving in schools.

Course Objectives

As outcomes of readings and experiences in this course, the student will demonstrate, through discussion and through formal and informal activities and evaluation, that he/she has a working knowledge of

1. the inclusive context of mainstreaming within education;
2. general characteristics of students with exceptionalities as well as all learners who present challenges to the regular classroom teacher;
3. the laws and services available for persons with exceptionalities, with particular emphasis on the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA);
4. the foundations of effective instruction for all students including those with diverse learning needs;
5. developmental stages in prereferral and referral processes (i.e., the Instructional Support Team process);
6. ways in which various disabilities may affect the feelings, interactions, and expectations of students and teachers;
7. effective teaching strategies and methods for evaluating the progress of students with exceptionalities and other students "at risk" for school failure;
8. modifying instructional practices in the content areas;
9. ways in which students with exceptionalities and diverse learning needs are more like their basic education peers than they are different.

Required Text

Salend, S.J. (1994). *Effective Mainstreaming - Creating Inclusive Classrooms*. Macmillan Publishing Co.: New York.

Mancuso, E. (1992). *The Right to Special Education in Pennsylvania - A guide for parents*. Education Law Center: Harrisburg, PA.

Course Objectives (note-assignments preceded by a • are graded, otherwise are evaluated for completeness)

Week of January 16 - Mainstreaming is a societal convention. What does it mean for educators? How are educators coping with student diversity in the classroom? What can you as a teacher in training expect as your job responsibilities in future teaching positions? How is that similar or different from your own schooling experiences?

Readings: Chapter 1 - Salend

Assignment: One-page paper which addresses the questions above, due January 25

Weeks of January 23, 30, February 6 - How do educational professionals determine diverse learning characteristics? How do regular educators function within teams who make such determinations? What are laws and standards which deal with students with diverse learning needs? What are characteristics of students with various disabilities?

Readings: Chapter 2 - Salend; Handouts will be provided

Week of February 13: Mainstreaming for inclusive practices means that a school operates with a team approach in problem solving and decision making. Teaching practices are enhanced through collaborative efforts among educational professionals, community members, and parents. How are these practices different from traditional approaches to education? Why are teaming and collaboration necessary? How is teaming organized in schools? How do educators feel about teaming? How prepared do you feel for teaming as a professional practice? What do you need to learn about teaming?

Readings: Chapter 3 - Salend

•Assignment: Develop a two-page response to these questions - Due February 24.

Week of February 20: Every student has attitudes about people they view as "different." Some views are reasonable constructive while others, based on fear or lack of understanding, must be dealt with in the classroom. Making classrooms more inclusive means changing students' attitudes about diversity by educating them about diversity.

Reading: Chapter 4 - Salend

Assignment: Think of one strategy or technique to educate students about individual differences based on disability, culture, language, gender, or socioeconomic status. Type or word process your strategy. I will compile and distribute them to the class. Due March 1.

Week of February 27: Students who are prepared for new learning environments tend to succeed once mainstreamed as opposed to those who are simply "dumped." What does it mean to prepare a child to be mainstreamed? What are

the demands of the mainstream? Why should students be prepared for the educational mainstream?

Reading: Chapter 5 - Salend

Weeks of March 13 and 20: As Jim Ysseldyde says, "Good teaching is good teaching!" Effective instruction benefits all learners. What are the characteristics of effective instruction? When is it best to use large- or small-group instruction? What are some ways to institute cooperative learning strategies (CLS)? When is it appropriate to use CLS and when is it not?

Reading: Chapter 6 - Salend; additional handouts will be provided.

MIDTERM EVALUATION WILL BE MARCH 22.

Week of March 27: What types of instructional practices are most appropriate for various diverse learners (i.e., what do you need to know in order to effectively teach a kid who is visually impaired, or, what are some effective methods in teaching kids with reading or writing disabilities?) These questions are addressed in this week's reading. You will also search the professional journals for some other strategies.

Reading: Chapter 7 - Salend; Professional journal articles

•Assignment: Develop a professional strategy card catalogue (only 5 index cards for starters) that includes methods or strategies for teaching students with diverse learning needs. Read through the articles you choose, record the essential procedures which are explained in the article, and also list any materials you might need if you try out the strategy. [I'm trying to get you to develop good habits here, when we read articles that we think we might find useful, we tend to xerox the article rather than summarizing the article on a card. If you have the information you need on a card, why xerox the article??? You are also more likely to remember the "nuts and bolts" of the article if you have summarized the information in your own words.] Cards to be turned in by April 7.

Week of April 3: As we consider the content that is taught in general education classrooms, at the top of the list are basic skills in language arts; listening, speaking, reading, writing, and the complexities of phonology. How do we instruct students in these important areas? How do we modify our instruction to meet the students' learning needs? Math, science, and social studies are other instructional areas which deserve our attention. How do we adapt instruction in those subject areas?

Reading: Chapters 8 & 9 - Salend

•Assignment: Design a modified lesson plan for a particular student using one of the ADAPT strategies that we discuss in class. Explain your plan to a peer in our class, get some feedback, and make any changes as necessary. Due April 17.

Week of April 10: Behavioral problems in the classroom are often a by-product of mainstreaming. That does not mean that we throw up our hands and say that mainstreaming doesn't work. It does mean that you need to be particularly prepared to deal with some of the challenging behaviors that some children may present in your classroom.

Reading: Chapter 10 - Salend

•**Assignment:** Collect baseline data. You can collect it on anyone's behavior. It could be on how many times your roommate whines in a given hour, it could be how frequently a roommate leaves dirty dishes (clothes, books/papers, etc., etc.) all over the place. It could also be on how many times I trip on furniture legs and cords in the front of the class. The only constraint is that it must be a behavior that you would like to change. You will develop a behavior modification plan based on the data you have collected. I will give you a format for this assignment. Due on 28.

Weeks of April 17 and 24: Whether you develop an academic plan or a behavioral plan to meet the needs of a particular student or a group of students, you need to evaluate the effectiveness of your intervention. How do you evaluate student's progress? If students are not making progress, what should you do? How should you grade students when they have done modified work? Can I teach students to do better on my assessments?

Reading: Chapter 11 - Salend

Assignment: none, in addition to discussing the topic, we will also be reviewing for the final exam.

Evaluation - in all written assignments, the following guidelines are used as criteria determining grade

Technical Aspect (basic writing skills)

- a. Sentence structure - complete and grammatically correct
- b. Word usage - appropriate form, tense, and person
- c. Punctuation and spelling - correct usage and spelling
- d. Terminology - appropriate use of professional terms

Content (refers to the quality of written information)

- a. Paper addresses the specific topic.
- b. Importance/relevance is specified.
- c. Reasoning, logic, and cohesiveness are apparent.
- d. Paper has a clear beginning, middle, and ending.
- e. Information supports conclusion.

Scholarship (refers to the degree to which the paper demonstrates formal

writing skills)

- a. **Clarity and logic** - extent to which ideas are communicated clearly and logically developed
- b. **Transitions** - coherence between sentences and paragraphs
- c. **Paragraph construction** - internal consistency of ideas within paragraphs
- d. **Conclusions** - extent to which conclusions follow and are consistent with earlier statements

Graded Assignments:

- #1. Collaboration/teaming paper (45 points)
- #2. Strategy (20 points)
- #3. Professional literature summary (25 points)
- #4. Observational summary/behavior management plan (30 points)

Non-graded Assignments (2 @ 10 points each) and Class Participation (15 points)

Mid-term evaluation:

The mid-term evaluation will consist of an objective section (40 points) and an essay (20 points)

Final Examination: The final examination is cumulative and contributes 160 points to the overall grade.

Grade Determination:

In determining grades for each student, cumulative points will be tallied for each student. Letter grades will be determined after rank-ordering the total points from highest to lowest. All letter grades will be based on the highest number of OBTAINED points (not POSSIBLE points), according to the following:

- a. The range of A's will be comprised of the scores that fall between 7% of the highest number of OBTAINED points.
- b. The range of B's will be comprised of the scores that fall between 7% and 14% of the highest number of OBTAINED points.
- c. The range of C's will be comprised of the scores that fall between 14% and 21% of the highest numbers of OBTAINED points.
- d. The range of D's will be comprised of the scores that fall between 21% and 28% of the highest numbers of OBTAINED points.

The utilization of such a grading system allows for everyone in the class to earn A's, yet it permits flexibility in the even that a student enrolls in the course

without the intention of completing the requirements of the course in a serious manner.

Final Word

Be encouraged, the topics examined in this course are interesting. As human beings, we are always interested in people different from ourselves. Unfortunately, sometimes we are only fearful of people who are different, rather than learning about differences and overcoming our own ignorance and fears. Most people who take this class enjoy it and find that they really learn a lot - you will too!

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MEMO FROM
COLLEGE OF EDUCATION

DATE: October 29, 1996
 TO: Senate Curriculum Committee
 FROM: Dr. John Butzow, Dean College of Education *John Butzow*
 SUBJECT: Special Education Program Requirement Responses

The table below indicates department (program) and person who responded to the request for including EX 300 or EX 301 for education majors as of this date:

| Department | Respondee | Response Received |
|--|--|-------------------|
| Art | Sandra Burwell, Asst. Chair | X |
| * Biology | Robert Prezant, Chair | X |
| Business Education | Wayne Moore, Act. Chair | X |
| * Chemistry | Pothen Varughese, Chair | X |
| English | Don McClure, Chair | X |
| French | Laureen Hurt, Coord. & Robert Whitmer, Chair | X |
| * Geoscience | | |
| German | Laureen Hurt, Coord. & Jacob Voelker, Chair | X |
| ? Health & Phys. Ed. | | |
| Home Economics | Donna Streifthau, Chair | X |
| * Mathematics | Gerald Buriok, Chair | X |
| ? Music | | |
| * Physics | Richard Roberts, Chair | X |
| Prof. Studies in Ed. (Elem & Early Childhood) | Edwina Vold, Chair | X |
| Social Science (Anthro) | Miriam Chaiken, Chair | X |
| Social Science (Econ) | Donald Walker, Chair | X |
| Social Science (History) | Jack Lerner, Coord. & Neil Lehman, Chair | X |
| Social Science (Geography & Regional Planning) | Susan Forbes, Chair | X |
| Social Science (Sociology) | Herb Hunter, Chair | X |
| Spanish | Jose Carranza, Chair | X |

Marketing Ed.
 Copies of responses received are attached to this memo.

Attachments
 20:spec-edp.mem



COLLEGE OF HEALTH AND HUMAN SERVICES
HUMAN DEVELOPMENT AND ENVIRONMENTAL STUDIES DEPARTMENT
207 ACKERMAN HALL, EXT. 2336

DATE: August 28, 1996

TO: Dr. John W. Butzow, Dean
College of Education

FROM: Donna Streifthau, Chairperson

SUBJ: Home Economics Education Program



At the HDES faculty meeting, August 27, 1996, the faculty voted to endorse the change in requirements for the Home Economics Education Program; specifically, to modify the teacher education program by adding EX 301 two semester hours to the program.

If there are any questions, please contact me.

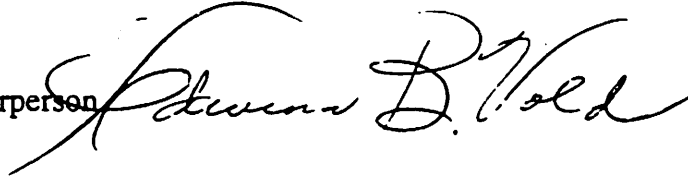
DS/lk

cc: Mrs. Sally McCombie
Dr. Hal Wingard

MEMORANDUM

PROFESSIONAL STUDIES IN EDUCATIO

TO: John Butzow, Dean
FROM: Edwina Battle Vold, Chairperson
DATE: September 12, 1996
SUBJECT: EX 300 Proposal



The Department of Professional Studies in Education strongly supports the College of Education requirement of a required course in Education of Exceptionalities. The department agrees that a 2 credit course in Education of the Exceptionalities is a necessary requirement for all teachers preparing to work with young learners in early childhood education and elementary education. With the increase in the number of schools adopting "inclusion" and the number of schools with "gifted" programs, the regular classroom teacher must have knowledge of all learners, including those with exceptionalities, and skillful in adapting the content and varying the strategies used in instruction.

As such, Elementary Education majors and Early Childhood Education majors in the department will be required to take Education of Exceptionalities course as a part of the professional course sequence as we have done with the two credit Multicultural/Multiethnic Education course. This will increase our Elementary Education graduation requirements from 126 to 128. This will decrease our Early Childhood Education graduation requirements from 127 to 126.

We would place this 2 credit course in our suggested course sequence on Jr. Block to allow students to also observe and participate in classrooms where children with exceptionalities are placed. It is our belief that the experiences needed to develop competencies in adapting instruction can and should be a identifiable in a separate course to ensure a consistency in content and a commitment to issues of equity. It also provides our department with a vehicle during the "Block" experience to integrate our instructional strategies with special education experts and to evaluate the competencies of our students in realistic school settings.

#247 5-MAR-1997 14:54:05.32

MAIL

From: GROVE::JWBUTZOW "JOHN BUTZOW"
To: PAULHRAB
CC: RCNOWELL, JWDOMARA, KUZNESKI, JOHN_HEYER
Subj: Program Revision and EX300/EX301

I have reviewed your email of 28 Feb with Dr. Nowell and believe that you want me to indicate that the previous request to change the special education requirement of all teacher education programs is rescinded. That is indeed the case. Prior to our resubmitting the revised course revision for Ex300 and new course proposal for Ex301 again this semester we took the proposal back to the Teacher Education Coordinating Council's Curriculum committee. They approved the following action:

1. The proposal previously submitted to you to revise all of the programs with respect to special education is rescinded. The same proposal was made to the Senate Academic Committee and they have placed rescinding the change as an academic regulation on the Seante Agenda.
2. We propose only changing the special education courses into two credit hour versions and adding a specialized course for secondary education majors.
3. Two departments would request UWCC changes based on the changed courses at this time. They are French and Spanish. In addition, The TECC has reviewed a changed Business Education Program that is a major revision in which the course requirement is changed to EX301 from EX300. That proposal is enroute to you from the College of Business.
4. The TECC is prepared to review changes in the special education requirement for other departments as they make their requests to do so. We are not going to bring them all in at the same time. Several departments will likely request a different requirement that either EX300 or EX301. As those proposals are prepared we will review them.

I hope this clears up the problems that the screening committee is having with the proposal at this time. If I do not deal with your specific questions, please let me know so I can try again. Thanks.

=====

Dr. John Butzow Dean, College of Education
Indiana University of Pennsylvania [IUP]
Indiana, PA 15705

Voice telephone (412) 357-2480

