

Eastern Illinois University
New Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 21-48
Effective Summer 2021

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** SPE 5501
3. **Short title:** Educ Disabilities: Gen Curric
4. **Long title:** The Education of Individuals with Exceptional Learning Needs: Access to general Curriculum (3-1-3)
5. **Hours per week:** ☐ 3 Class ☐ 1 Lab ☐ 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2021
8. **Catalog course description:** This course examines the exceptional learning needs of individuals and strategies to enhance their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general curriculum to meet learning needs in the range of instructional environments are provided. This course has an independent performance activity and field experience component. **Prerequisites and Notes:** Acceptance into Masters of Art in Teaching Program. Credits: 3

9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. **Instructional delivery**

Type of Course:

☐ Lecture ☐ Lab ☒ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

Course(s) to be deleted from the catalog once this course is approved. ☐ None

11. **Equivalent course(s):** None

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☒ No

12. Prerequisite(s): Acceptance in Masters of Arts in Teaching (MAT) Program

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? NA

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

13. Co-requisite(s): None

14. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Open to Teacher Education Candidates in MAT Program

b. Degrees, colleges, majors, levels, classes which may not take the course Non MAT Teacher Education Candidates

15. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: 3

17. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

18. Special grading provisions: N/A

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

19. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

20. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of: in the Masters of Art in Teaching Program
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 Course is used as an elective
2. **Rationale for proposal** : Content and course assignments require that candidates have already demonstrated the skills to design lesson plans in their content areas and effectively deliver instruction in their teacher education content area. In this course candidates develop the knowledge and skills to extend planning and instruction to accommodate learners with exceptional learning needs, including individuals diagnosed as having: learning disabilities, intellectual disabilities, developmental delays, autism, traumatic brain disorders, multiple disabilities and other health impairments. The content and activities included in this course address the Illinois Professional Teaching Standards which have multiple indicators focused on disabilities and diversity most of which are not addressed in other teacher education required courses. Additionally, candidates gain skills in gathering relevant research, analyzing research and applying it to one's own teaching practices.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: This course has been designed specifically to prepare future educators in the area of special education. Developing this course at the graduate level for candidates in the Masters of Art in teaching program allowed us to include a greater level of research identification, selection and analysis into this course.
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
 - a. SPE 5501 - The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum.
2. Catalog description: This course examines the exceptional learning needs of individuals and strategies to enhance their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general curriculum to meet learning needs in the range of instructional environments are provided. This course has an independent performance activity and field experience component. **Prerequisites and Notes:** Acceptance into Masters of Arts in Teaching Program Credits: 3
3. Learning objectives.

This course is aligned to the Graduate School Learning Goals.

Learning Objective	Graduate School Learning Goals
1. Candidates will gather data and research for the purposes of understanding current research practices in the field of special education and applying these findings to improve instructional practices.	GSLG 2, GSLG 4
2. Candidates will synthesize research, data and content knowledge to write a well-constructed review of current practices and relevant research in special education and to present information to peers.	GSLG 3, GSLG 4, GSLG 5
3. Candidates will write a well-developed, grammatically correct lesson plan for their content area which will include steps for gathering data and utilizing data to make instructional decisions for a variety of students with differing learning needs.	GSLG 1, GSLG 3
4. Candidates will participate in discussions and activities which allow them to understand the perspectives of individuals with diverse backgrounds and educational needs, including students with English Language needs and exceptional learning needs.	GSLG 1, GSLG 2, GSLG 3, GSLG 5
5. Candidates will analyze current IEP practices, including FBA/BIP and Transition planning, and apply the knowledge gained to develop lesson plans which meet common IEP requirements.	GSLG 1, GSLG 3, GSLG 5

6. Candidates will understand the role of the general education teacher in the special education evaluation and instructional planning processes, including ethical practices within the field.	GSLG 2, GSLG 5
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*Course Assignments are aligned to the Illinois Professional Teaching Standards

4. Course materials.

a. Textbook

Friend, M. & Bursuck, W. (2019). *Including Students with Special Needs: A Practical Guide for Classroom Teachers, 8th edition*. New York: Pearson.

**Additional Readings and Materials required on D2L

5. Weekly outline of content.

An asterisk (*) denotes a Core Experience Reference.

I. Perspectives on Special Education (1.5 weeks)

A. Mental Measurement and Categorization

(*Plato and Aristotle; Binet, A., 1902; Terman, L., 1916, 1921)

B. Labeling

(Gallagher, 1976; Purkey, W., 1970; Rosenthal & Jacobson, 1968)

C. The Family

1. Ecological factors

2. Cultural Diversity

(NCATE Definition, 1986)

D. Legislation Affecting Special Education, related terminology, and provisions and programs for students with disabilities (including L.D., E.D., and I.D.)

1. Legislation

a. Section 504 (1973 Rehabilitation Act)

b. P.L. 94-142 (1973)

c. P.L. 99-457

d. P.L. 101-476 (IDEA 1990)

e. P.L. 101-336 (ADA 1990)

f. P.L. 105-17 (IDEA 1997)

g. P.L. 108-446 (IDEA 2004)

h. P.L. 110-325 (ADA Amendments Act 2009)

2. Introduction to Legal Mandates and Related Terminology

a. Least Restrictive Environment

(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)

b.IEP Meeting

(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)

c.Parent Involvement

(P.L. 94-142, 1975; P.L. 104-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)

d.Diagnosis and Assessment, Placement Planning and the IEP

(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)

e.Due Process

(Illinois School Code, 1987; P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)

f. Transition/Transition Planning

(P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)

g.Discipline and Behavioral Management Plans

(SB 141; P.L. 105-17, 1997; P.L. 108-446, 2004; Yell & Shriner, 1998)

E. Delivery Systems for Individuals with Disabilities (including L.D., E.D., and I.D.)(Lilly, M.S., 1986; Reynolds, M., & Wang, M., 1983; Reynolds, et al., 1987; Lewis & Doorlag, 2011)

1. The Deno Model

(Deno, E., 1970)

2. Pre-referral Process

(Chalfant, Pysh, & Moultrie, 1979; Fuchs & Fuchs, 1989; Johnson, L., Pugach, M., & Hammittee, 1988; Fuchs, Fuchs, Bahr, Ferstein, & Stecker, 1990)

II. Roles and Responsibilities of General Education and Special Education Teachers (1.5 Weeks)

A. The Regular Education Initiative and Inclusion (Stainback & Stainback, 1984, Will, 1986 and 1987; Reynolds, Wang, G., & Walberg, 1987; Wang, Reynolds, & Walberg, 1989; Semmel, Abernathy, Butera, & Lesar, 1991; Waldron & McLeskey, 1998; Wood, 1998)

B. The Special Education Process
(Lewis & Doorlag, 2011)

C. Educational Services

1. Referral for Special Education

The process including Eligibility, IEP, and Placement (Review)

2. Special Education Adaptations

(Fuchs, Fuchs, Hamlett, Phillips, & Karns, 1995)

- a. Physical environment adaptations
 - b. Instructional adaptations
 - D. Planning for Instruction
 - 1. IEP
 - a. Goals, objectives and other benchmarks
 - b. Roles of individuals, parents, teachers, and other school and community personnel
 - 2. Lesson Plans
 - 3. Materials and Methods
 - a. Effective Teaching
(Berliner, D., 1979; Rosenshine, 1983; Rosenshine & Stevens, 1981; Englert, 1983 & 1984; Englert, Tarrant, & Mariage, 1992; *Brophy, 1979; *Brophy, 1982; Morsink, Soar, Soar & Thomas, 1986; Bender, 1987; Tralli, Colombo, Deshler, & Schumaker, 1996; King-Sears & Cummings, 1996)
 - b. Modifications that facilitate learning for learners with disabilities and/or diverse learning characteristics
 - 1) General curriculum
 - 2) Instructional strategies
 - E. Instructional Delivery
 - 1. IEP
 - 2. Lesson Plans
 - 3. Materials and methods
 - 4. Instructive Strategies
 - a. Co-teaching and co-planning
 - b. Class within a class
 - F. Evaluation of Instruction – Methods for Monitoring and Charting Progress of Individuals with Disabilities.
 - G. No Child Left Behind (NCLB), P.L. 107-110

III. Collaboration and Consultation (1 Week)

- A. Collaboration and Consultation
 - 1. The Process
 - 2. Teaming Behavior and Roles
- B. Full Access to the General Curriculum
- C. Crisis Prevention and Intervention

IV. Model of Intellectual Functioning (1 week)

(Costa, A., 1985; McCarthy, B., 1987; Guilford, J.P., 1967)

- A. Output

(Erikson, F., 1982; *Skinner, 1968; *Piaget, 1952; Mager, 1962; Popham, 1973; Rosenthal & Jacobson, 1968; *Good & Brophy, 1984; Hunter, 1982; Rosenshine, 1983)

1. Verbal
2. Nonverbal
- B. Processing
(*Bloom, 1956; Guilford, 1967)
- C. Input
(*Dewey, J., 1916; Bruner, J., 1960; Costa, A., 1985; Ehrenberg, 1981)

V. Designing, Implementing and Evaluating Instruction (1.5 weeks)

A. Assessment

1. Standardized
 - a. Nondiscriminatory
 - b. Consideration of impact of disabilities
 - c. Consideration of culture and language
2. Informal
 - a. Commercial
 - b. Teacher-made
3. Environmental Assessment
4. Sources of Information
 - a. Families
 - b. Other professionals
5. Use technology in conducting assessments and interpreting results
6. Modifications of assessments
 - a. Within the classroom
 - b. State-wide assessments
7. Sharing assessment results with stakeholders, the individual, and parents

B. Educational Environments for Learners with

Disabilities (with emphasis on L.D., E.D., and I.D.)

(Lewis and Doorlag, 2011)

1. Adaptation
(McCarthy, B., 1987)
2. Individualization
- C. Structuring and modifying the learning environment
 1. Environmental arrangements that promote positive behavior and learning (Carpenter & McKee-Higgins, 1996; Pavlov, 1927; *Skinner, 1968; *Canter, 1976)
 2. Designing behavior management plans
 3. Promoting appropriate social interactions
- D. Assistive devices and technology

VI. Processing/Output and Related Disabilities (including L.D., E.D., and I.D.) (.5 Weeks)

A. Intellectual Functioning

1. The Brain (Structure)

(Jackson, J.H., 1932; Orton, 1937; Goldstein, 1948; Epstein, H., 1974; Lenneberg, 1967; Luria, 1974)

2. The Normal Curve and Measures of Intellectual

Functioning (Binet, 1902; Terman, 1916 and 1921; Wechsler, 1949; Hastings, Bloom, & Madaus, 1981; Jensen, A., 1980)

B. Dysfunctions Affecting Processing and/or Output

1. Emotional Disabilities

2. Sensory Disabilities

a. Auditory

b. Visual

3. Attention Deficit Disorder

(TED, 1992, unpublished statement)

4. Learning Disabilities

(Brulle, A., & Ivarie, J., 1990)

5. Intellectual Disabilities and Significant Disabilities

(Dunn, 1968)

6. Communication Disorders

7. Language Differences

(*Hall, E., 1981/Lewis/Doorlag, 2011)

a. Heritage Language

b. English (Language) Learners

c. Non-standard English

8. Autism

9. Neurological Disabilities

a. Epilepsy

b. Traumatic Brain Injury

c. Spina Bifida

10. Chronic Health Problems

a. Diabetes

b. Aids

11. Orthopedic Disabilities

a. Multiple Sclerosis

b. Muscular Dystrophy

VII. Roles and Responsibilities of Teachers of Students with Diverse Needs (1 weeks)

A. Pluralism

1. Multicultural Perspective

(*Banks, J., & Banks, C., 1989; *Bennett, C., 1990; *Tiedt & Tiedt, 1990 and 1992; *Hernandez, H., 1989; *Hilliard, E., 1991)

2. Family Involvement and Support

3. Personal cultural traditions, perspectives and biases and their effects on one's teaching

B. Gifted and Talented

C. Students At-Risk for School Failure

1. Economic and Other Social Factors

2. Social Systems and Structures

3. Successful Interventions (e.g., HeadStart)

6. Assignments and evaluation, including weights for final course grade.

a. Journal Article Abstract (5% of grade)

Two (2) page reference/abstract summary on an article found in a research-based professional journal will be required in this class. Information will be typed, double-spaced, and two full pages in APA format. (30 points)

IPTS 1a, 1c, 1g, 2f, 2i, 9a

b. Exams (55% of grade)

b1. The completion of two exams which will be objective covering material from reading assignments and lecture/ discussion materials.

b2. One exam will be practical application of instructional design by developing a lesson plan which includes differentiation and accommodations for students with exceptional learning needs.

*Each exam will be worth 100 points (total = 300).

IPTS 1a, 1b, 1d, 1g, 1h, 1j, 1k, 2d, 2e, 2m, 2o, 2p, 3b, 3c, 3d, 3e, 3j, 3m, 3n, 3o, 3p, 4f, 4h, 5c, 5e, 5g, 5h, 5m, 5n, 5p, 7e, 7g, 7h, 7i, 7m7r, 8f, 8h, 8i, 8s

c. In-class Participation (9% of grade)

There will be in-class participation opportunities, individual and group activities, quizzes and reflective papers conducted across the semester. The points for each of these items will vary and will be at the discretion of the instructor. YOU MUST BE PRESENT TO EARN POINTS, these points CAN NOT BE MADE UP (no more than 50 points total across the semester).

d. Modules (27% of grade)

Three modules will be completed by students outside of class and in conjunction with practical experiences. Each module will incorporate technology, collaboration, curriculum development, textbook information, and lecture notes in completing activities related to the education of individuals with exceptionalities. Points will be assigned to the writings specific to accuracy of content, use of nonlabeling language and written presentation and will vary based on content of module. (total=150 points)

IPTS 1a, 1b, 1d, 1g, 1h, 1j, 1k, 2d, 2e, 2m, 2o, 2p, 3b, 3c, 3d, 3e, 3j, 3m, 3n, 3o, 3p, 4f, 4h, 5c, 5e, 5g, 5h, 5m, 5n, 5p, 7e, 7g, 7h, 7i, 7m7r, 8f, 8h, 8i, 8s

e. Current Events Presentation (4% of grade)

Summary and reflection of current media article related to special education, must be within last 6 months. Provide a presentation to the group summarizing article, reflecting on importance of issue and sharing how this can be utilized in a general education setting. (20 points)

7. Grading

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty.

90% or more of the points	=	A
80% to 89.99% of the points	=	B
70% to 79.99% of the points	=	C
0% to 69.99% of the points	=	D
less than 60% (59.99% and below)	=	F

8. Correlation of learning objectives to assignments and evaluation.

	Journal Article Review (5% of grade)	Exams Objective/ Application (3) (55% of grade)	In-Class Participation Activities (9% of grade)	Lab Modules (3) (27% of grade)	Current Events Presentation (4% of grade)
GSLG 1 Content		X	X	X	X
GSLG 2 Critical Thinking	X	X	X	X	X
GSLG 3 Oral/Written Skills	X	X			X
GSLG 4 Research	X		X		
GSLG 5 Ethical Practices	X	X	X	X	X

Date approved by the department or school: 12/5/19

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: