

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

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** SPE 4500
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: 2018
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:** Junior Standing. "Formal University Admission to Teacher Education" requirements apply. 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 _____
11. Course(s) to be deleted from the catalog once this course is approved. ☐SPE 3500_
12. **Equivalent course(s):** None
 - a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☒ No
13. **Prerequisite(s):** Formal University Admission to Teacher Education

- a. Can prerequisite be taken concurrently? ☐ Yes ☒ No
- b. Minimum grade required for the prerequisite course(s)? C or Better
- c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No
- d. Who may waive prerequisite(s)?

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

14. Co-requisite(s): None

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: Open to Teacher Education Candidates
- b. Degrees, colleges, majors, levels, classes which may not take the course: Freshman, Sophomores and Non-Teacher Education Candidates

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

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

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

19. 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: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. 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: All teacher education majors excluding Kinesiology with teacher certification and special education majors.
____ 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.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: “Formal University Admission to Teacher Education” requirements constitute the prerequisite. “Formal University Admission to teacher Education” candidates must have attended a “University to Teacher Education” meeting and submitted a “formal application”. The candidate must have been “selected” which requires meeting the State of Illinois required test of academic proficiency (SAT/ACT/TAP) passing score or higher and established a cumulative GPA of 2.65 or higher. The candidate must also have met “University Approval to Take Teacher Education Courses” which reflects that: a “letter of intent” has been submitted, “speech and hearing clearance” is completed; a “C” or better has been earned in ENG 1001G, ENG 1002G, CMN 1310G, and 3 semester hours of college level math course; “C” or better has been earned in SED 2000 or KSS 2000 or MUS 2440 or CTE 2000 or ART 2400; and a “criminal background investigation” has been completed. In addition, the “Formal University Admission to teacher Education Programs” must be met which includes: Successful completion of SED 3330/4330 and positive practicum evaluations demonstrating the knowledge, skills, and dispositions of one desiring to enter the

teaching profession. Teaching a content area requires the knowledge and skills to design and deliver content in a given discipline area. The knowledge is developed across content area coursework; the skills to design and deliver content are developed in departmental methods and SED 3330, Instructional Tasks in Secondary School, addresses instructional methods. It includes planning and strategies. SED 4330, Literacy, Assessment and Differentiation includes literacy strategies and assessment of literacy to support instruction. The content of Special Education 4500 scaffolds from the content of SED 3330/4330 and skills developed in these two courses. Candidates learn to extend content lesson planning to include accommodations for individuals with disabilities to assure these learners are provided access to the general curriculum as required by federal law. Candidates also learn strategies that enhance learners with disabilities access to the general curriculum. Developing the skills to participate in, develop and implement the “Individualized Education Program (IEP)” and “Section 504” plans are also included in this course.

Co-requisites: N/A

Enrollment restrictions: It is essential that individuals taking this course have the knowledge and skills as addressed in the “Rationale” and “Prerequisite” narratives provided above. The skills developed in this course are high level teaching skills that build from the knowledge, skills and content essential to teach a content area to secondary school age learners.

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 4500 - The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum.

2. Catalog description

- a. 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:** Junior Standing. "Formal University Admission to Teacher Education" requirements apply. Credits: 3

3. Learning objectives.

This course is aligned to the Undergraduate University Learning Goals.

Learning Objective	Undergraduate University 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.	CT-3, CT-6, WR-2, WR-3, WR-4, WR-7
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.	CT-2, CT-6, WR-2, WR-3, WR-4
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.	Wr-3, WR-4, SL-3, SL-4, Sl-5, , SL-6, QR-2, QR-6
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.	SL-1, SL-2, SL-4, SL-5, RC-1
5. Candidates will analyze current IEP practices, including FBA/BIP and Transition planning, and apply the knowledge gained to develop lesson	CT-2, CT-4, QR-3

plans which meet common IEP requirements.	
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.	RC-1, RC-2

*Course Assignments are aligned to the Illinois Professional Teaching Standards

4. Course materials.

a. Textbook

Lewis, R.B., & Doorlag, D.H. (2011). *Teaching students with special needs in general education classrooms, 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 (3 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 (3 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 (2 Weeks)

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 (3 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.) (1 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 (2 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)

The completion of three examination is required. All tests will cover material from reading assignments and lecture/ discussion material, two exams will be objective one exam will be practical application of instructional design with differentiation and accommodations included. Each test 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. Notebook (2% of grade)

You will need a 3-ring binder (notebook) or electronic binder which will be evaluated at the end of the semester. Notebooks/files must be brought to each class and may be checked at any point for evaluation. You are expected to keep syllabus, packet, handouts, lecture notes, book notes, assignments and additional resources in your notebook. Make it a reference tool! (10 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. Modules (27% of grade)

Three modules will be completed by students outside of class and in conjunction with field 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

f. Current Events Presentation (2% 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. (10 points)

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

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
60% 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)	Resource Notebook (2% of grade)	Lab Modules (3) (27% of grade)	Current Events Presentation (2% of grade)
Learning Objective 1	X		X	X	X	X
Learning Objective 2	X					X
Learning Objective 3		X	X		X	
Learning Objective 4			X		X	X
Learning Objective 5		X	X		X	
Learning Objective 6	X	X	X		X	X

Date approved by the department or school: (9/13/17)

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: