

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

DEPARTMENT/SCHOOL: SPECIAL EDUCATION

COLLEGE: EDUCATION

DEPARTMENT CONTACT: KATHLYN PARKER

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1. Subject Code, Number, and Title: SPCI 350, Introduction to Cognitive Impairment

2. Credit Hours 3

3. Course Description

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication
- Quantitative Reasoning (*QR designation*)
- Writing Intensive (*WI designation*)
- Perspectives on a Diverse World
 - Global Awareness
 - U.S. Diversity
- Knowledge of the Disciplines
 - Arts
 - Humanities
 - Science
 - Social Science
- Learning Beyond the Classroom (*LBC designation*)
 - Self and Well Being

- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

This lecture and field experience course introduces students to the field of mental retardation (cognitive impairment). The lecture part of the course covers the history, terminology, causes, health, medical and sensorineural components of cognitive impairment. Educational practices, characteristics and lifestyles of individuals with cognitive impairment are discussed. The field experience, called the Recreational Activities Project (RAP), is an assignment of at least twenty field hours, and a reflective journal writing to be handed in weekly that covers at least ten meeting of two hours each with an age-matched adult with cognitive impairment. Through both the classroom and RAP, the student gains a more personal, comprehensive understanding of individuals with cognitive impairment.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

Students will:

1. Participate in the development of community standards and norms by:

Using person first language to describe people with disabilities with respect.

2. Participate in service activities by:

Spending a minimum of twenty hours socializing with an adult with developmental disabilities/cognitive impairment in the community. (The Recreational Activities Project will be explained further in class.)

3. Develop leadership skills by:

Identifying vocational opportunities for students with cognitive impairments and developmental disabilities.

Describing basic tenets of family adjustment to people with cognitive impairments and developmental disabilities.

Identifying major legal rights of people with mental retardation, as stated in IDEA and other legislation.

Becoming verbal and visible advocates in the community for adults with cognitive impairments and developmental disabilities.

4. Develop skills and habits that aid in future life and career pursuits by:

Examine the effects of the history of the field of mental retardation/developmental disabilities on current practices.

Compare definitions of mental retardation: AAMR (American Association on Mental Retardation), Michigan Special Education Rules, and suggested definitions of others.

Identify the major known biological causes of mental retardation.

Compare educational goals and programs for students with mild, moderate, and severe levels of cognitive impairments.

5. Develop and practice empathy for others by:

Examine psychosocial causes of mental retardation, and consider cultural diversity.

Describe the major aspects of the educational assessment process as it relates to individuals with cognitive impairments/developmental disabilities

Examine the concept of adaptive behavior and its application to people with mental retardation, with attention to cultural diversity.

Examine the living alternatives for both children and adults with mental retardation, including family home, group homes, supported independent living, and institutions.

Explain the application of basic aspects of behavior modification and social learning theory as it relates to students with cognitive impairment.

6. Acquire skills for working cooperatively with others by:

Discuss issues of, barriers to, and implementation of strategies for the full integration of integration of individuals with cognitive impairments and developmental disabilities in the community.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head _____ Date

2. College

College Dean _____ Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee _____ Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum _____ Date

**Eastern Michigan University
Department of Special Education
Master Syllabus
Winter, 2006**

Course Number and Title:

SPMI 350 – Introduction to Mental Retardation

Credit Hours: 3**Prerequisites:** SPGN 251 Educ. of Except Child**EMU Program Theme:**

Caring, professional educators for a democratic and diverse society.

Course Description and Rationale

This lecture and field experience taught, academic service-learning (AS-L) course introduces students to the field of mental retardation: its history, terminology, causes, health, medical, and sensori-neural components. The lecture portion of the course deals with the history, terminology, theories, teaching strategies and characteristics of and for individuals with cognitive disabilities. The range of philosophies influencing educational practices and life management programs are also discussed. The field experience portion of the course, the Recreational Activities Project (RAP), requires the student to spend at least twenty hours in the community with an adult with a cognitive impairment, learning from and experiencing the lives of adults with cognitive impairments. The lecture and field experience portions of the course are tied together by the requirement of a weekly journal entry written by the student about his/her experiences with the RAP partner.

Because many adults with cognitive impairment are not integrated into communities, they are likely to experience feelings of isolation and loneliness. Many parents of, and adults with cognitive impairment themselves, have expressed this need. One way to fulfill this need is through the RAP. When students take teaching methods courses following this introductory course, instructors can assume a common base of knowledge and empathic feeling, and build on it.

Outcomes:

Students will:

1. Participate in the development of community standards and norms by:

Using person first language to describe people with disabilities with respect.

2. Participate in service activities by:

Spending a minimum of twenty hours socializing with an adult with developmental disabilities/cognitive impairments in the community. (The Recreational Activities Project will be explained further in class.)

3. Develop leadership skills by:

Identifying vocational opportunities for students with cognitive impairments and developmental disabilities.

Describing basic tenets of family adjustment to people with cognitive impairments and developmental disabilities.

Identifying major legal rights of people with mental retardation, as stated in IDEA and other legislation.

Becoming verbal and visible advocates in the community for adults with cognitive impairments and developmental disabilities.

4. Develop skills and habits that aid in future life and career pursuits by:

Examine the effects of the history of the field of mental retardation/developmental disabilities on current practices.

Compare definitions of mental retardation: AAMR (American Association on Mental Retardation), Michigan Special Education Rules, and suggested definitions of others.

Identify the major known biological causes of mental retardation.

Compare educational goals and programs for students with mild, moderate, and severe levels of cognitive impairments.

5. Develop and practice empathy for others by:

Examine psychosocial causes of mental retardation, and consider cultural diversity.

Describe the major aspects of the educational assessment process as it relates to individuals with cognitive impairments/developmental disabilities.

Examine the concept of adaptive behavior and its application to people with mental retardation, with attention to cultural diversity.

Examine the living alternatives for both children and adults with mental retardation, including family home, group homes, supported independent living, and institutions.

Explain the application of basic aspects of behavior modification and social learning theory as it relates to students with cognitive impairment.

6. Acquire skills for working cooperatively with others by:

Discuss issues of, barriers to, and implementation strategies for the full integration of individuals with cognitive impairments and developmental disabilities in the community.

Texts

Beirne-Smith, M., Ittenbach, R.F., Patton, J.R. (2001). Mental Retardation (6th ed.). Upper Saddle River, N.J. Merrill Prentice Hall.

Perske, R. (1988). Circles of Friends. Nashville: Abingdon Press.

Michigan State Board of Education, (20002). Revised Administrative Rules for Special Education. (available on web at <http://www.michigan.gov.orr>)

There is also an ereserves account, password “cog”. There will be readings throughout the semester announced in class.

Evaluation

Class attendance, participation, and completion of a Recreational Activities Project are required and account for 20% of the grade. There will be two exams plus the final, which is not cumulative. The exams account for 20% each, and a Circle of Friends Project accounts for 20%. Any assignments turned in after the due date may have a late penalty of ½ letter grade assessed.

Topical Outline

- I. History of mental retardation
- II. Definitions, classification, and prevalence of mental retardation/developmental disabilities
- III. Assessment of mental retardation and the issue of nonbiased assessment
- IV Individual rights and legal issues
- V Psychosocial factors in retardation and the need to consider cultural diversity
- VI. Biological causes of mental retardation/ developmental disabilities
- VII. Family considerations
- VIII. Mild and moderate cognitive impairment
- IX. Severe cognitive impairment
- X. Infancy and early childhood

XI. Educational programming - school years

XII. Adult years

XIII. Assistive Technology Applications

XIV. Future Issues

GRADING SYSTEM

Letter grade received	% earned	Letter grade received	% earned
A	95 – 100	C	73 – 76
A-	90 – 94	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 - 82	D-	60 – 62
C+	77 – 79	E	<59

Instructional Procedures

You are expected to come to class and actively participate in discussions. **No** excuses for absences are accepted. Ten percent of your grade will be based on this and your worksheets. Worksheets are turned in at the end of each class, checked and returned, and are study guides for the exams.

Absence	Grade
0	A
6	A-
7	B
8	C
9	D
10	E

Suggested Texts and Readings(classic texts in the understanding of cognitive impairment):

Foundations:

Egerton, R. B. (1967). The cloak of competence: Stigma in the lives of the mentally retarded. Berkeley: University of California Press.

Edgerton, R. B. (1984). Lives in process. Annapolis Junction, MD:AAMR Publications Center.

Edgerton, R. B. (1991). I've seen it all! Baltimore: Paul H. Brookes.

Wolfensberger, W. (1972). The principle of normalization in human services. Toronto: National Institute on Mental Retardation.

Early Childhood:

Bromwich, R. (1997). Working with families and their infants at risk. Austin, TX: Pro-Ed.

Handleman, J. S. & Harris, S. L. (2001). Preschool education programs for children with autism. (2nd Ed.). Austin, TX: Pro-Ed.

Howard, V. F. Williams, B. F., Port, P. D. & Lepper, C. (2001). Very young children With special needs: A formative approach for the 21st century. (2nd Ed.). Upper Saddle River, NJ: Merrill.

Thompson, L. et al., (1997). Pathways to family empowerment: Effects of family-centered delivery of early intervention services. Reston, VA: Council for Exceptional Children.

Udell, T., Peters, J. & Piazza Templeman, T. (1998). From philosophy to practice in inclusive early childhood programs. Baltimore, MD: CEC Teaching Exceptional Children.

Family perspectives:

Bromwich, R. (1997). Working with families and their infants at risk. Austin, TX: Pro-Ed.

Nassef, R. A. (2001). Special children, challenged parents: The struggles and rewards of raising a child with a disability. (Rev. Ed.). Baltimore, MD:Brookes.

Overton, S. (2005). Collaborating with families: A case study approach. Upper Saddle River, NJ: Pearson.

Pueschel, S. M. (2001). A parent's guide to Down Syndrome: Toward a brighter future. (Rev. Ed.).Baltimore, MD: Brookes.

Santelli, B., Stewart Poyadue, F. & Young, J. L. (2001). The parent to parent handbook: Connecting families of children with special needs. Baltimore, MD: Brookes.

Scorgie, K. & Sobsey, D. (2000). Transformational outcomes associated with parenting children who have disabilities. Annapolis Junction, MD: AAMR Publications Center.

Thompson, L. et al., (1997). Pathways to family empowerment: Effects of family-centered delivery of early intervention services. Reston, VA: Council for Exceptional Children.

Ulrich, M. E. & Bauer, A. M. (2003). Levels of awareness: A closer look at communication between parents and professionals. Teaching Exceptional Children, 35(6), 20-23.

Inclusion:

Anderson, P. (1995). Case studies for inclusive schools. Austin, TX: Pro-Ed.

Bauvens, J. & Hourcade, J. J. (2003). Cooperative teaching: Rebuilding and sharing the schoolhouse. Austin, TX: Pro-Ed.

Idol, L., Nevin, A. & Paolucci-Whitcomb, P. (1999). Models of curriculum-based assessment: A blueprint for learning. Austin, TX: Pro-Ed.

Severe disabilities:

Best, S.J., Wolff Heller, K. & Bigge, J. L. (2005). Teaching Individuals with physical or multiple disabilities, 5th ed. Upper Saddle River, NJ: Pearson.

Snell, M.E. & Brown, F. (2006). Instruction of students with severe disabilities, 6th ed. Upper Saddle River, NJ: Pearson.

Westling, D.L. & Fox, L. (2004). Teaching students with severe disabilities, 3rd ed. Upper Saddle River, NJ: Pearson.

Memorandum

October 3, 2006

TO: Dr. Lynne Rocklage
FROM: Loreena D. Parks
RE: Request for Inclusion of SPCI 350 Introduction to Cognitive Impairment
in Gen Ed Program

In Spring 2006 the department's Curriculum and Instruction Committee did not support the inclusion of SPCI 350 into the Gen Ed Program.

After a presentation by Kathleen Stacey on Learning Beyond the Classroom (LBC) and Academic Service-Learning (AS-L) the Curriculum and Instruction Committee better understood this request.

The department's Curriculum and Instruction Committee unanimously voted to accept this request at their meeting on September 27, 2006.