Agenda, for the meeting on Thursday, April 23, 2020, via Zoom, 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – See Attachment A
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
   a. Reports from our Standing Committees
      i. Assessment (Dr. Debbie Gochenaur)
      ii. Budget (Dr. Carrie Sipes) – See Attachment B
      iii. Report from UCC (Dr. Scott Drzyzga)
      iv. Program Committee (Dr. Sherri Bergsten) – See Attachment C
         1. New Course Proposal - EEC273: Introduction to Exceptionalities (Program Goal - Diversity (D)) – See Attachments D, E
      v. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella)
   b. By-Laws Revision Committee (Dr. Sam Forlenza) – See Attachments F,G
      i. Proposed revision of the by-laws creating the General Education Liaison position, defining the duties of the Faculty Co-Chair, and creating the Waivers & Exceptions Advisory Committee – See Attachment H
5. New Business
   a. Election of Officers for 2020-2021 (Dr. Steve Burg)
6. Announcements
7. Call to Adjourn

II. Dr. Ulrich motioned, seconded by Dr. Clements, to approve the February 25, 2020 minutes. All were in favor of the revised minutes and the motion passed unanimously.

III. Dr. Mike thanked everyone for their patience and kindness during this time.

IV. Old Business:

1. Assessment Committee – Dr. Gochenaur stated the committee met last week to propose the vote for three items (see Attachment B). The items are detailed and voted on in New Business.

2. Budget Committee – Dr. Sipes shared that the committee met 3.23.2020 to discuss potential models for grant funding for programs/courses including FYE goals. The Budget Committee is inviting co-chairs from FYE and members from the Program Committee to inform the discussion. The committee discussed having funds set aside for UNIV101 and other funds for other programs/courses. Dr. Sipes asked for members to provide suggestions for creative ideas and successful practices from other universities.

3. UCC Report – Dr. Drzyzga gave an update that the UCC voted to approve the GEC Proposal.

4. Program Committee – Dr. Bergsten shared the committee received a new course proposal.

   I. New course Proposal – ESS190: Coastal Hazards and Sustainability - GRN100 (Program Goal N) The course will be taught in a new format (2 weeks online, 1 week at experiential site). The program committee recommends approval of ESS190. All were in favor of the and the motion passed unanimously.

5. First Year Experience

   I. Dr. Burg stated that the committee met and discussed that UNIV 101 will be focused on experiences held on campus for all students, considering equity and consistency. The goal is to brand events as an FYE events to offer more opportunities to connect more students to the university. The committee will be working on developing a program for this Fall.

   II. UNIV 101 is moving forward with enrolling students. Dr. Burg shared that there is communication with administration about the current structure of FYE Program in which all faculty come from other departments. Dr. Smith shared that the UNIV 101 faculty are selected from varied disciplines intentionally. Dr. Mike shared the importance of the balancing the needs of the UNIV 101 program and departments and recognizing the value of each.

   III. Dr. Burg stated that based on feedback from the Assessment Committee, the FYE program committee members will be co-scoring the final assessment to develop a common scoring system of the assessment for Fall 2020.
IV. Dr. Burg and Dr. Cella also updated the committee about the concerted efforts the FYE Program team is making to connect with first year students during this COVID-19 crisis.

V. Dr. Burg reviewed the transfer policy (see Attachment G). All were in favor of and the motion passed unanimously.

6. Formation of By-Laws Committee – Dr. Moll stated the committee will be meeting tomorrow. The committee will work to create the proposal for the April GEC meeting.

V. New Business

1. Resolution to Suspend/Postpone Assessment Activities during the COVID-19 Crisis - Dr. Gochenaur shared the proposal from the Assessment Committee (see below). All were in favor of the and the motion passed unanimously.

Due to the University transition to online delivery in response to the COVID-19 pandemic, assessment of General Education courses will be revised as follows:

(1) Suspend the assessment of General Education courses being offered in Spring 2020 semester,

(2) Postpone the reporting of Fall 2019 General Education course data until September 30, 2020, and

(3) Postpone departmental General Education course assessment meetings scheduled for the Spring 2020 semester until the Fall 2020 semester.

VI. Announcements – Dr. Moll reminded committee members of the elected positions (Non-Voting Representative to UCC, Secretary, and Faculty Co-Chair), which will be voted on at the April meeting. Dr. Moll encouraged committee members to consider running for the positions.

VII. The meeting adjourned at 4:29 pm.

Minutes submitted by Dr. Wendy Kubasko
GEC Budget Committee Meeting  
April 15, 2020

In attendance: Jerry Carbo, Chen Huo, Andrew Vassallo, Carrie Sipes, Carlos Rojas, Kirk Moll, Laurie Cella & Steve Burg

1. Welcome Steve Burg and Laurie Cella from the FYE/UNIV 101 committee
   a. They desire more campus/class activities that can be branded as UNIV 101 activities, rather than trips/off campus events.
   b. The FYE/UNIV 101 committee is interested in finding more events that have marginal costs.
   c. Steve and Laurie are going to be working on tentative budget needs for UNIV 101 activities for fall 2020 and submitting those to the GEC grants committee.
      i. Printing costs to promote UNIV 101 branded events
      ii. Partnering with academic, athletic, cultural events on campus
      iii. Securing a co-sponsored UNIV 101 speaker
   d. Creation of a separate pot of money for funding UNIV 101 activities/events that support UNIV 101 learning outcomes
      i. This money would be overseen by the FYE/UNIV 101 committee, not GEC Budget Committee
      ii. Proposal - $12k for fall ($8/student) and $4k for spring
      iii. Proposal 2 - $5k for fall ($3/student) and $2k for spring
   e. Timeline change
      i. FYE/UNIV 101 committee would submit its budget proposal for the fall during the April GEC meeting for tentative approval, pending funding from the university.
      ii. FYE/UNIV 101 committee would submit its budget proposal for spring during the October GEC meeting.

2. Current GEC Grant Budget = $15k
   a. Items under GEC Budget Committee discussion:
      i. Limit transportation costs
         1. Require applications to show other funding sources to supplement GEC grants
         2. Set a limit to transportation amount funded by GEC
         3. Should a bigger bus be required as part of the request? It would ensure more students could attend, even those outside a specific course.
         4. Coordinating bus trips/negotiating with bus company to get better cost. Who has the authority to do this?
      ii. Focus on one theme each year with priority given to grants that strongly support that theme.
         1. Themes are tied to GE learning outcomes.
         2. Themes/learning outcomes will be rotated to ensure equity.
      iii. Deadlines – Setting two deadlines for the academic year for all GEC grant applications. One deadline would be in the spring prior to the semester the funds would be used and one in the fall prior to the semester the funds would be used.
      iv. Rubric
         1. What are potential changes to the rubric?
a. Change deadlines to once per semester with points for meeting the deadline.
b. Add a theme that rotates among Gen Ed categories.
c. Change to a ranking system instead of a points system, which could work with the twice a semester deadline.
d. Expand the ratings to choices from 0-5.
e. Weighting certain categories more heavily such as the “relevance to gen ed goals” and “availability to students” categories
f. Keep completeness of materials submitted as a rubric item.
g. Need to develop examples of what would be considered a high or low score on the rubric; examples of reasonable budgets given the amount of money we have in the grant pool.

2. Attachment 1 – Current GEC grant rubric
3. Attachment 2 – Revised GEC grant rubric draft
## GEC Grant Evaluation Rubric

<table>
<thead>
<tr>
<th>Required Elements</th>
<th>Complete proposal?</th>
<th>Linked to GE Program Goal?</th>
<th>Itemized budget?</th>
<th>Supporting documentation for all budget items?</th>
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<td></td>
<td>Yes/No</td>
<td>Yes/No</td>
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</table>

<table>
<thead>
<tr>
<th>Quality of Application</th>
<th>2 – Excellent</th>
<th>1 – Adequate</th>
<th>0 – Poor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and detailed description of project/event; All information provided; Free of typographical errors</td>
<td>Clear but general description of project/event; Details missing; Contains a few typographical errors</td>
<td>Unclear what project/event is; Information missing; Contains several typographical errors</td>
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<table>
<thead>
<tr>
<th>Relevance to General Education</th>
<th>2 – Excellent</th>
<th>1 – Adequate</th>
<th>0 – Poor</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Clear that proposed project fits with specified Program Goal; Explains how project connects to specific learning objectives</td>
<td>General links to Program Goal made; Connections with specific learning objectives not clear</td>
<td>How project fits with Program Goal not explained; Connections with learning objectives absent</td>
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</table>

<table>
<thead>
<tr>
<th>Students Impacted</th>
<th>2 – Excellent</th>
<th>1 – Adequate</th>
<th>0 – Poor</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Open to campus community or students across different GE courses; Students from different disciplines could benefit</td>
<td>Open to students across different GE courses or multiple course sections</td>
<td>For students in one section of one GE course</td>
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<th>Project/Event Budget</th>
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<th>1 – Adequate</th>
<th>0 – Poor</th>
<th>Rating</th>
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<td>Budget for project is reasonable; Costs are essential and relevant to project</td>
<td>Budget is generally reasonable; Some costs not essential or relevant to project</td>
<td>Budget unreasonable given the project; Many expenses are not essential</td>
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<th>Assessment of Student Learning</th>
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<th>1 – Adequate</th>
<th>0 – Poor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires student assignment based on participation in project; Assignment described clearly and fits with project</td>
<td>Requires student assignment based on participation, but not described clearly or does not fit with project</td>
<td>Student assignment not required</td>
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<th>Comments</th>
<th>TOTAL</th>
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**Recommendation:** Approve / Do Not Approve
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<th>Category</th>
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<th>Very good</th>
<th>Good</th>
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<td>3</td>
<td>2</td>
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<td>Relevance to Gen Ed overall</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>(10)</td>
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<tr>
<td>Students impacted</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>(10)</td>
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<tr>
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<td>3</td>
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<td>1</td>
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<td>1</td>
<td>(5)</td>
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GEC Program Committee  
March 3, 2020  
LL 205, 3:30 p.m.

Attending: Kate Shirk, Brian Ulrich, Sherri Bergsten, Margaret Lucia, Brian Wentz, Kirk Moll, Michael Greenberg, and Jen Clements

WENTZ motioned to approve the minutes of 2/18/20 with one wording clarification, and SHIRK seconded. The motion passed unanimously, with two of the voting members absent at the time of the vote.

The committee discussed a proposal for ESS 190: Coastal Hazards and Sustainability to be taught as a general education course in the new program under “Natural World.” It is a summer course taught partially at the Chincoteague Bay Field Station, and limited to 14 students. It was previously taught as Category C in the old general education program. However, there was no detail on assessment methods beyond “assignments.” SHIRK motioned to request examples of assignments, and ULRICH seconded. The motion passed unanimously. The committee was willing to vote via email before the next GEC Program Committee meeting with this additional information.

The committee discussed ways to advertise special topics courses that have been approved for general education. They will be listed on the GEC web site, but this must be segregated from the main list of UCC-approved courses, and so a note would draw students’ attention to their presence. There was frustration that having 190’s segregated from the main course list. There was also the idea of sending out an emailed list of courses offered in a given semester, which MOLL will try to implement for registration for Summer 2020 and Fall 2020.

The committee discussed a proposed change to one of the H learning objectives brought by the History-Philosophy Department. The current first learning objective for H is "The student demonstrates knowledge and understanding of major historical themes or trends," to which we would like to append "relating to the foundation of global cultures and religions." There was some discussion as to whether it was necessary to be that specific and if that could hinder flexibility; the counterargument was that this would be more transparent to students, better match the actual objective, and show how having HIS 105 in the Foundations fit a broader pattern of having introductions to cultural ideas as a core part of general education curricula. It is unlikely that in modern times a student would try to transfer in a HIS 105 equivalent that did not deal with these themes, as they are the core of modern history textbooks. CLEMENTS motioned to send it to GEC and WENTZ seconded. The motion passed unanimously.

BERGSTEN discussed the need for a centralized archive of notes from calibration meetings. She also discussed the results of the calibration meetings with Q, H, and D. Q is having good conversations about assessment, but reported that a bunch of math majors are having problems because students are transferring in with a Critical Reasoning gen ed other than the one which

Attachment C
they direct majors to take. In H, the History-Philosophy department voiced concerns about the Critical Reasoning goal’s broadness, as well as inquired about making their learning objective change. In D, people were concerned about how to teach and assess self-assessment of bias.

BERGSTEN reviewed ongoing issues involving general education revision and UCC processes.

MOLL brought up a point made at GEC about reaching out to active duty military via our general education program. He will meet the current veterans affairs coordinator on campus in furtherance of such discussions. For the precise suggestion made at GEC, it would require that a student be able to complete the entire general education program via online offering. Also, Shippensburg is behind in its approach to online education in both technology and training. This might be an opportunity for systemwide coordination.

The meeting adjourned.
DEPARTMENT: Ed Leadership/Special Ed  COLLEGE: Education and Human Services
SPONSOR: Jacquelyn Chovanes  PHONE/E-MAIL: 1349/jchovanes@ship.edu

COURSE TITLE: Introduction to Exceptionalities: Understanding Diverse Learners

PROPOSED COURSE NUMBER: EEC 273

TITLE ABBREVIATION (Limited to 30 characters): Introduction to Exceptionalities

DEPARTMENTAL APPROVAL DATE: 2/11/20

ACTION (check one): Delete Course _______ Add Course _______ Revise Course _______ X _______

IMPLEMENTATION DATE (Before completing please review: “Routing Curriculum Proposals through the University Governance Process” for timeline deadlines) Fall 2020

LEVEL: Undergraduate____X__ Graduate _______ Mixed Graduate and Undergraduate:__________

ARE YOU ALSO SEEKING DISTANCE EDUCATION APPROVAL (ONLINE) Yes_____ No___ X (already approved) __

DESCRIPTION CHANGE: (Change in course number, name, or catalog description only): Yes or No ____ No ____
(Existing Courses Only — See Section I)

FACULTY RESOURCES TO DELIVER COURSE: ____Existing Course Dropped ____X_Verification Grid
(New Courses Only — See Section IV).

GRADE TYPE: Standard grading system or Pass/Fail ____ Standard____

CREDIT HOURS: _____3____

WORK LOAD EQUIVALENCY: ____ .25____

SCHEDULE TYPE (see the instructions for the code to enter here): _______ LE and OL________

INSTRUCTION METHOD (see the instructions for the code to enter here): _______ 99 and OL_______

EQUIVALENT COURSE(S): No

CO-REQUISITE(S): No
PRE-REQUISITES (Include Minimum Grade and Concurrency): No – this course is a prerequisite for other education courses

RESTRICTIONS (Notate Include or Exclude): No

SECTION I. INFORMATION FOR MINOR REVISION OF EXISTING COURSES
(Sponsors of New Courses may skip to Section II)

Note: Minor Revisions are defined by the UCC as course name changes, course number changes, or updating or rewording a course’s catalog description in a way that does not significantly alter the nature of a course’s content. All other revisions constitute the creation of a new course. Please answer all sections, indicating “not applicable” to any items that do not apply to your proposal.

A. CURRENT NUMBER AND TITLE OF COURSE:
   a. Proposed Change
   b. Justification

B. CURRENT CATALOG COURSE DESCRIPTION:
   a. Proposed Change
   b. Justification

C. PROGRAM CHANGE:
   a. Proposed Change
   b. Justification
   c. Impact on other programs or departments
   d. Impact on resources
   e. Impact on Student Learning Outcomes and Assessment

SECTIONS II-V. INFORMATION FOR NEW COURSE PROPOSALS

SECTION II: NEW COURSE INFORMATION AND CURRICULUM CONSIDERATIONS

CATALOG COURSE DESCRIPTION: EEC 273: Introduction to Exceptionalities: Understanding Diverse Learners (3 credits): Provides students with an understanding of the history of the field of special education in the US with a focus on past and current laws governing provision of educational services to students with disabilities. Addresses the roles of general and special educators in the identification of students with disabilities and the development of individualized educational programs (IEP). Examines the prevalence, characteristics, academic and behavioral needs of students with disabilities according to the definitions of the disability categories recognized under federal law. Covers effective assessment and evidence-based instructional and behavioral strategies for students with disabilities in general and special education settings.

Note: this course requires 9 hours of field observation of students with disabilities in a special education setting or an equivalent alternative determined by the instructor.

Prerequisites: None

CREDITS: 3

JUSTIFICATION FOR NEW COURSE: We are proposing that EEC 273 be approved as a general education course. EEC 273 meets the Diversity program goal: “Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities” by providing students with an introduction to the history of special education
law regarding the rights of students with disabilities to obtain the same free, public education as non-disabled students, by familiarizing students with the specific characteristics, strengths and needs of individuals with a wide range of disabilities, and by engaging students in critical analysis of their own attitudes and beliefs regarding individuals with disabilities. Issues of disproportionate treatment of gender, racial, ethnic, and sexual orientation/identity minorities with disabilities are examined, as is the role of socio-economic status in accessing diagnostic and therapeutic services related to education. Therefore, EEC 273 should be one of the courses that fulfills the GE credit requirement under the Diversity category.

EEC 273 is not a new course. EEC 273 is a well-established, existing course currently available to all undergraduate students. It is a prerequisite course for all other courses in the Pre-K-4/Special Education dual major. It is also one of three courses in special education topics that are required of all other education majors: Early Childhood/Elementary Education, Elementary/Middle Level Education, and Secondary Education Concentrations in Art, Biology, Chemistry, Earth-Space Science, English, French, Mathematics, Physics, Social Studies, and Spanish. In addition, EEC 273 is an elective in the Disability Studies minor, and therefore students from many non-education majors take the course. There are 61 million people with disabilities in the US, and 1/3 of all US households include an individual with a disability. This course expands students’ views of people with disabilities and their role in society and encourages students to become better citizens by accepting and celebrating differences, recognizing the necessity of affording individuals with disabilities their rights under the law and access to full participation in society.

However, EEC 273 is not currently listed as a GE course. Instead, it is listed as a special education course, and therefore the three credits that students earn from taking the course do not count towards the required 45 GE credits. We are requesting that the designation of the course be changed so that it is listed as a GE course, and that the credits earned count towards fulfillment of the required 45 GE credits under the Diversity category.

We believe this is a fair and reasonable request for all students, however, it is particularly important for our Special Education/Pre-K Dual majors. The state has changed the requirements for special education certification. In order for our SPED-Pre-K Dual majors to earn certification under the new rules, they need to take one additional 3 credit special education course. This will bring their credit total to 138, which is over the limit allowed by the University. Additionally, it may delay students’ graduation by one semester if they cannot fit the extra course into their existing schedules. This may cause prospective students to reject Shippensburg as their school of choice, as other universities have lower credit requirements for the same degree. By making the change to allow EEC 273 to be listed as a GE course, all Shippensburg students who take the course will benefit.

STUDENT LEARNING OUTCOMES AND ASSESSMENT:

A: List the learning outcomes for the course (Outcomes are developed by completing the sentence “Upon successful completion of this course, the student will be able to...”)

Objectives Section A:
Competencies for EEC 273 include the following outcomes from Section 1 of the Shippensburg College of Education’s Conceptual Framework:

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
   1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
   1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among
groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

**Objectives Section B:**

In addition to Section 1 of Shippensburg’s College of Education Conceptual Framework, EEC 273 includes competencies drawn from the professional standards set forth by the Council for Exceptional Children (CEC); and the Interstate New Teacher Assessment and Support Consortium (INTASC):

As a result of the information learned through lecture, individual projects, class participation, discussions, assigned readings, and 9 hours of field observation, the student will be expected to:

1. Understand the origins of special education and relevant legislative history (CEC 1; INTASC 1,2)
2. Understand the role and expectations of both general and special education teachers in teaching students with disabilities (CEC 1; INTASC 10).
3. Understand the basic principles of the Individuals with Disabilities Education Act (IDEA 04') (CEC 1; INTASC 1).
4. Identify current trends in legislation and litigation; specifically issues of early intervention, transition to adult life, and discipline for each exceptionality group (CEC 1; INTASC 1).
5. Distinguish between full inclusion and a continuum of alternative placements for students with disabilities (CEC 1; INTASC 10).
6. Describe the role of the general education teacher in the pre-referral process, collaborative consultation, cooperative teaching, and instructional strategies (CEC 1; INTASC 10).
7. Describe issues in definition and identification procedures for individuals from culturally and/or linguistically diverse backgrounds (CEC 3,5,6; INTASC 3).
8. Describe assurances and due process rights related to assessment, eligibility, and placement of students with exceptionalities (CEC 1; INTASC 10).
9. Describe the rights and responsibilities of parents, students, teachers, and other professionals, and schools, as they serve students with disabilities (CEC 7, 10; INTASC 7, 10).
10. Describe similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without learning needs (CEC 2,4,7,8,10; INTASC 1,2,4,8,10).
11. Describe differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities (CEC 2,4,8; INTASC 1,2,4,8).
12. Describe characteristics of normal, delayed, and disordered communication patterns of individuals with exceptionalities, including levels of severity and multiple exceptionalities (CEC 2,4,6,7; INTASC 2,4,7).
13. Describe the effects an exceptional condition may have on an individual’s life; and the lives of their family (CEC 7, 10; INTASC 7, 10).
14. Describe characteristics and effects of the cultural and environmental milieu of the student with a disability and their family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse (CEC 3,5,6; INTASC 3).
15. Describe effects of various medications on the educational, cognitive, physical, social and emotional behavior of individuals with exceptionalities (CEC 2,4,8; INTASC 1,2,4,8).
16. Describe educational implications due to the characteristics of various exceptionalities (CEC 1,2,4,8; INTASC 1,2,4,8).
17. Describe demands of various learning environments, such as individualized instruction, in general education classes (CEC 1,4; INTASC 1,2,4,8).

18. Describe appropriate curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with learning needs (CEC 2,3,4,5; INTASC 2,4,5,10).

19. Describe instructional and remedial methods, techniques, and curriculum materials for students with various disabilities (CEC 2,3,4,5; INTASC 2,4,5,10).

20. Understand cultural biases and differences affecting one’s teaching of students with exceptionalities (CEC 3,5,6; INTASC 3).

21. Describe the importance of the teacher serving as a model for interacting with individuals with exceptional learning needs (CEC 1, 2, 3; INTASC 2,4,5,10).

Shippensburg University General Education Diversity Program Goal and Objectives matched with EEC 273 course objectives from Sections A and B above (in parentheses):

Diversity Program goal: Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

1. Human Diversity (Individual, Group, Institutional) and its Impact on Behavior: The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity. (Section A: 1.1, 1.3; Section B: 7, 10, 11, 12, 13, 14, 15, 16, 20, 21).

This course provides an overview of the characteristics of each of the disability classifications recognized under the Individual with Disabilities Education Act and the Americans with Disabilities Act. Features covered include the history and background of the classification, the prevalence, and process of identification of each of the disability classifications, and the specific characteristics of individuals who experience each disability. Discussion of gender, culture, language, age and other factors are interwoven into the examination of identification and treatment of individuals with disabilities during childhood and as they make the transition to adulthood. Comparisons between typically developing children and children with disabilities are made to illustrate the impact of the disability on individuals; however, the wide range of human experience in individuals with and without disabilities is also emphasized. Students read textbook chapters and other supplemental readings, and watch videos about all disability categories, as well as read one full length book of their choosing about one particular disability, and do a total of 9 hours of field observations in classrooms that serve students with disabilities. These academic and practical experiences ensure that students are well-versed in the ways in which disabilities and other types of diversity characterize and shape an individual’s identity.

Sample questions for Objective 1: Students read, and watch videos about and discuss the experiences of individuals with various disabilities in the community and workplaces, as well as school. The following question from the final exam asks students to apply their knowledge of accessibility issues for individuals with disabilities:

I. Give three examples of supports that can be used to improve accessibility for people with physical disabilities, hearing and/or visual impairments in community settings (e.g., movie theaters). Why is it important to increase accessibility for individuals with disabilities? Formulate a statement (a few sentences) that you can use to talk to people to convince them of the importance of aids to accessibility for individuals with disabilities.
2. Define culturally relevant pedagogy – then, write 3-4 sentences telling why it is important to consider students’ culture, language, ethnicity, and socio-economic status when conducting assessment, identifying individuals with disabilities, and planning instruction?

2. Historical and Cultural Roots of Inequality: The student recognizes historical and cultural roots of inequality, and responds to the need for social justice. (Section A: 1.1; Section B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 16, 17, 20, 21).

The course covers the history of the treatment of individuals with disabilities in the US, with a focus on their access to education and related services. Textbook chapters and supplemental articles, as well as videos and class activities and discussion illustrate the way and extent to which individuals with disabilities and their advocates have secured their rights with respect to education, employment and access to full participation in society. Then, during subsequent classes, the course examines each disability classification in detail, and the particular issues relevant to the lives of individuals within the classification are described, including the efforts to secure equity for all. Throughout the classes, issues of race, ethnicity, language, gender, and other factors that intersect with an individual’s experience of disability are explored.

Sample Questions for Objective 2:

1. Define “disproportionality” in special education. Choose one specific category of disability and list three factors that contribute to the over- or under-representation of minority groups in the category. What is one provision of IDEA that is intended to minimize disproportionality?

2. Describe the Hudson vs Rowley and Endrew F. cases: what specific language did each decision use, and what were the implications of each case on the provision of special education services in the US?

3. Matching: Match the law with the correct date and impact.

   a) No Child Left Behind Act (NCLB) (1990) ensures the rights of individuals with disabilities to nondiscriminatory treatment in employment, transportation, public accommodations, state and local government, and telecommunications.

   b) Individuals with Disabilities Education Act (IDEA) (1972; 1990; 1997; 2004) mandates a free and appropriate public education for all children with disabilities, regardless of disability category or severity of need.

   c) Americans with Disabilities Act (ADA) (2001) required that all students with disabilities participate in high-stakes testing and achieve outcomes comparable to non-disabled peers, and also that all teachers be “highly qualified”.

3. Attitudes, Beliefs, Behaviors Regarding Diversity: The student demonstrates awareness of and manages the influence of personal biases. (Section A: 1.1, 1.2, 1.3; Section B: 2, 6, 9, 13, 14, 20, 21). During class discussion and activities, and assessments, students are challenged to examine their preconceived notions about individuals with disabilities, with respect to the individuals’ capabilities and potential, their rights within schools and society, and effective
educational placement and programming. Students are encouraged to think deeply to evaluate both common practices they have observed, as well as current evidence-based practices, to determine the appropriateness of the practices for individuals with disabilities, both in terms of effectiveness and with respect to the rights, dignity, and preferences of individuals with disabilities and their families.

B. List the assessment methods and link the methods to the learning outcomes.

Quizzes and exams contain both objective and open-ended questions. The objective questions focus on factual knowledge regarding prevalence and characteristics of the various disability categories, while open-ended questions ask students to apply the information and concepts. The Diversity Rubric will be used when grading the open-ended questions on quizzes and exams to provide data to assess students’ mastery of the Diversity Objectives.

1. **Six quizzes.** The quizzes will assess outcomes described in Section B, items 1-19, as well as Diversity Objectives 1 and 2.

2. **A midterm and a final examination.** Items assessed: Section B, items 1-21, as well as Diversity Objectives 1 and 2.

3. **Class Participation.** The class participation grade is based upon attendance, participation and completion of in-class activities and discussions. These activities are designed to allow students to apply concepts and to engage in practice of techniques and strategies related to the course content in outcomes 1-21. Much of the discussion involves having students reflect upon and share their own attitudes, beliefs and values with respect to individuals with disabilities, and the ways in which cultural and socio-economic factors impact the lives of individuals with disabilities, so it is particularly relevant to Outcome 20. In addition, this assessment addresses Diversity Objective 3.

4. **Book Review:** Students select a book about an individual with a disability from a list provided by the professor. Using information learned in the course, students provide a critical analysis of the book including the ways in which the disability impacts the individual and family, as well as the ways in which social attitudes, culture, race, ethnicity, social-economic factors contribute to the individual’s life experiences, including access to educational, social, medical and other related services. Items assessed: Section B, items 7, 13, 14, and 20, as well as Diversity Objectives 1 and 3.

The grading rubric for this assessment includes specific sections that address Objective 3:

| Part 1: Description of Individual | Individual, family, and disability are thoroughly described. | 5 |
| Part 2: Impact of Disability on Individual and Family | Impact of disability on individual, family, and disability are thoroughly described; strengths, positives also addressed. | 5 |
| Part 3: Relate your book to course textbook and class discussions | Clear connections to course material are evident in discussion of the book character’s life experiences. | 5 |
| Part 4: Personal Reflections | Provide evidence of critical/analytical/insightful thinking. | 5 |
The students’ scores on the Book Review rubric will be used to score the Diversity Rubric.

5. **Nine hours of field observation of children with disabilities, and a Reflection Paper** that includes connections between what students observed in the classroom and what was learned in class. Students will describe how the issues, practices, strategies, techniques, characteristics, and behaviors we learned about in class were exemplified in the setting in which they observed. Items assessed: Section B, items 2, 5, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21.

CURRICULUM CONSIDERATIONS:

1. **How will this course impact General Education?**
   It will add an option for education majors and other students to earn 3 GE credits while fulfilling their diversity requirement. Non-education majors will have the opportunity to learn about the experiences of individuals with disabilities and to consider the intersection of gender, culture, language, and socioeconomic status and disability.

2. **For whom is this course intended, e.g., your department majors? Non-majors currently taking your department's courses? Non-majors currently taking courses outside your department?**
   All of the above.

3. **How may the credit be counted in a degree program? How does the course fit into your curriculum?** *(Please note that a program revision proposal MUST ALSO be simultaneously submitted if a course proposal is to add a new course, delete a course, or change the number of credits.)*
   EEC 273 is currently a prerequisite to all other special education courses. It fulfills the diversity requirement for education and non-education majors alike. It counts toward the degree for both special and general education majors; however, it does not currently count towards the 45 credit GE requirement. This means that our Pre-K-4/Special Education Dual major students have to take an additional GE course in addition to this course, which puts their total credit load above the 135-credit limit set by the university. We are requesting this course revision so that the 3 credits earned by students taking EEC 273 be allowed to count towards the 45 GE credits under the Diversity category.

4. **What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years . . . ? What are the projected offerings over the next five years?**
   Two sections of EEC 273 are typically offered in both Fall and Spring semesters. The course has previously been approved as a Distance Education in the summer. Additional sections may be added as the budget allows.

5. **Do similar courses exist in other departments? If so, which course(s)? Explain how this course does not duplicate the course in another department. Provide justification that this course is needed and does not conflict with offerings in other departments. What resource impact will this course have on other departments? Provide details regarding impact.** *(Note all sponsors must consult with other departments prior to making the proposal and that these consultations must be addressed/demonstrated in the proposal; Any proposal that does not provide evidence that other departments have been contacted will be returned to the sponsor without review)*
   As an existing course, this course does not duplicate any other course offerings. It has a general similarity in overall topic to some courses in Disability Studies (i.e., DS 100:...
Introduction to Disability Studies; PSY 355: Psychology of the Exceptional Child), however, EEC 273’s focus on the history and laws regulating special education services provided to school-aged students with disabilities, and the ways in which various disabilities impact student learning and behavior, distinguishes it from those courses. Another course that may be impacted is Psych 101, which is currently taken by some education majors to fulfill the Diversity requirement. If the proposal is approved, these students would be required to take EEC 273 instead.

Evidence showing that other departments have been contacted: see attached email responses from Sue Morin (Chair, Psychology) and Matthew Cella (Chair, Disability Studies) noting no objection to the proposed change.

6. Does this course replace or overlap an existing course? If so, which course and how? If this is a new course, how will it be accommodated into the existing course structure?
   Please attach a three-year verification grid (Section IV — see sample grid at the end of the proposal) that will demonstrate how the course will be accommodated.
   This course is an existing course – it neither replaces nor overlaps with any existing course.

7. What course(s) will not be taught as a result of shifting resources to this new course?
   Not applicable.

8. If you project growth in the offerings, what is the expected impact on other courses, sections, or students?
   As stated above, if this course revision is granted, and EEC 273 is allowed to count as a GE course, student enrollment in the course may increase. In that case, additional sections of the course will be opened to accommodate student demand. This may include an online version of the course offered in the summer and winter sessions. Note: The DE version of this course has already been approved.

9. What methods of instruction and learning will be used?
   The course uses a face-to-face lecture format for face to face sections and also has been approved to offer an online DE section.

10. If you are seeking DE approval, explain how the course objectives will be met through an online format as well as how the course will be assessed.
    This was addressed in a separate proposal that has been approved: the course content and assessments will remain the same, but online learning modules as well as virtual class meetings (i.e., using Zoom) will replace the face-to-face lectures.

SECTION III. SUPPORT SERVICES: Complete this section for ALL new course proposals.

1. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)
   All of the current faculty members in the Special Education Program can teach this course (i.e., Drs. Bateman, Gibbon, Papalia and Chovanes).

2. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)
   None.

3. Will this course require any computing resources? (use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)
No.

4. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?
None, and not necessary.

SECTION IV: RESOURCE IMPACT: In order to offer a new course, departments must adjust current course offerings. State how often the new course will be taught and indicate the sections that will be dropped to accommodate this change by completing a VERIFICATION GRID like the one below that will show how the course will fit into a department’s existing teaching load. Include all faculty likely to be affected by the new course. (Note any course that will be taught ONLY OFFLOAD will not need a verification grid to be supplied with the proposal).

<table>
<thead>
<tr>
<th>TERM</th>
<th>FACULTY</th>
<th>COURSE</th>
<th>CREDITS</th>
<th>PROJECTED ENROLLMENT</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Faculty-A, Faculty-B, Faculty-C</td>
<td>Chair, Intro-1, Intro-2, Intro-3, Intro-4, Intro-5, Intro-6, Intro-7, Intro-8, Intro-9, Special-1, Special-2</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Fall</td>
<td>Faculty-A</td>
<td>etc., through three years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please include projections for at least three years.

Sample Verification Grid for one semester

EEC 273 is an existing course, therefore does not meet the criteria for including the verification grid.

SECTION V: COURSE SYLLABUS: Please provide a detailed syllabus showing course objectives, assessment methods, and assignments. The syllabus should provide enough detail so that readers can obtain a reasonable understanding of the course’s workload, topics, and structure. Please note that syllabi for all 400-level courses must clearly differentiate additional requirements and expectations for students planning to register for graduate credit.

See Attached Syllabus.

Note: UCC will not act on proposals until the minutes of all appropriate councils documenting approval have been received. If suggestions or recommendations have been made at the council level, a revised proposal must be provided to UCC. If revisions are recommended by UCC, a final copy must be provided to the UCC Chair and Secretary before the proposal will be presented to the Forum.
EEC 273 Introduction to Exceptionalities

Course Description
This course provides students in education and other related areas a background in the field of special education and the nature of exceptionality in children and youth. Emphasis is placed on societal attitudes and practices in relation to persons with exceptionalities, current practices in identifying and classifying children and youth with exceptionalities, characteristics of all exceptional population groups, programmatic needs of individuals with exceptionalities, and issues and trends in the various fields that impact on diagnosis, classification, and programming or service delivery. The knowledge base for the course content comes out of social, cognitive, and developmental psychology, medical aspects of exceptionality, educational law and policy, and special education.

Learner Outcomes:
The course curriculum is based upon professional standards set forth by Shippensburg University’s Conceptual Framework Standards for those Preparing to Teach, Counsel, and Lead in Public Schools (PA-SUCOE-CF). “Collaborative decision-makers: Assessing, Planning, Reflecting” is an expression of a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. As such, faculty and candidates are committed to the following institutional standards in the College of Education at Shippensburg University and all are applied to each course objective in EEC 273.

1. **Promote supportive educational environments that are respectful of and responsive to individual differences.** [MOU1]
   1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
   1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
   1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

2. Reflect continuously upon one’s own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
   2.1. Affirm the University’s educational and ethical responsibility to produce highly qualified education professionals.
2.2. Demonstrate academic integrity and uphold the trust of those with whom one works.
2.3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
2.4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
2.5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
2.6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
2.7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.
2.8. Demonstrate qualities that characterize professional conduct in both university and clinical settings.

3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.

4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.

5. Collaborate with critical others in making informed decisions within educational contexts.

In addition to Shippensburg’s Conceptual Framework, the course is based upon professional standards set forth by the Council for Exceptional Children (CEC); and the Interstate New Teacher Assessment and Support Consortium (INTASC).

As a result of the information learned through lecture, individual and group projects, class participation, discussions, assigned readings, and other activities in this class, the student will be expected to:

- Understand the origins of special education and relevant legislative history (CEC 1; INTASC 1,2)
- Understand the role and expectations of both general and special education teachers in teaching students with disabilities (CEC 1; INTASC 10).
- Understand the basic principles of the Individuals with Disabilities Education Act (IDEA 04*) (CEC 1; INTASC 1).
- Identify current trends in legislation and litigation; specifically issues of early intervention, transition to adult life, and discipline for each exceptionality group (CEC 1; INTASC 1).
- Distinguish between full inclusion and a continuum of alternative placements for students with disabilities (CEC 1; INTASC 10).
- Describe the role of the general education teacher in the pre-referral process, collaborative consultation, cooperative teaching, and instructional strategies (CEC 1; INTASC 10).
- Describe issues in definition and identification procedures for individuals from culturally and/or linguistically diverse backgrounds (CEC 3,5,6; INTASC 3).
✓ Describe assurances and due process rights related to assessment, eligibility, and placement of students with exceptionalities (CEC 1; INTASC 10).
✓ Describe the rights and responsibilities of parents, students, teachers, and other professionals, and schools, as they serve students with disabilities (CEC 7, 10; INTASC 7, 10).
✓ Describe similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without learning needs (CEC 2,4,7,8,10; INTASC 1,2,4,8,10).
✓ Describe differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities (CEC 2,4,8; INTASC 1,2,4,8).
✓ Describe characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs (CEC 2,4,6,7; INTASC 2,4,7).
✓ Describe the effects an exceptional condition may have on an individual’s life; and the lives of their family (CEC 7, 10; INTASC 7, 10).
✓ Describe characteristics and effects of the cultural and environmental milieu of the student with a disability and their family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse (CEC 3,5,6; INTASC 3).
✓ Describe effects of various medications on the educational, cognitive, physical, social and emotional behavior of individuals with exceptionalities (CEC 2,4,8; INTASC 1,2,4,8).
✓ Describe educational implications due to the characteristics of various exceptionalities (CEC 1,2,4,8; INTASC 1,2,4,8).
✓ Describe demands of various learning environments, such as individualized instruction, in general education classes (CEC 1,4; INTASC 1,2,4,8).
✓ Describe appropriate curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with learning needs (CEC 2,3,4,5; INTASC 2,4,5,10).
✓ Describe instructional and remedial methods, techniques, and curriculum materials for students with various disabilities (CEC 2,3,4,5; INTASC 2,4,5,10).
✓ Understand cultural biases and differences’ affecting one’s teaching of students with exceptionalities (CEC 3,5,6; INTASC 3).
✓ Describe the importance of the teacher serving as a model for interacting with individuals with exceptional learning needs (CEC 1, 2, 3; INTASC 2,4,5,10).

Shippensburg University General Education Diversity Program Goal and Objectives:

Diversity Program goal: Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

1. Human Diversity (Individual, Group, Institutional) and its Impact on Behavior: The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity. (Section A: 1.1, 1.3; Section B: 7, 10, 11, 12, 13, 14, 15, 16, 20, 21).
This course provides an overview of the characteristics of each of the disability classifications recognized under the Individual with Disabilities Education Act and the Americans with Disabilities Act. Features covered include the history and background of the classification, the prevalence, and process of identification of each of the disability classifications, and the specific characteristics of individuals who experience each disability. Discussion of gender, culture, language, age and other factors are interwoven into the examination of identification and treatment of individuals with disabilities during childhood and as they make the transition to adulthood. Comparisons between typically developing children and children with disabilities are made to illustrate the impact of the disability on individuals; however, the wide range of human experience in individuals with and without disabilities is also emphasized. Students read textbook chapters and other supplemental readings, and watch videos about all disability categories, as well as read one full length book of their choosing about one particular disability, and do a total of 9 hours of field observations in classrooms that serve students with disabilities. These academic and practical experiences ensure that students are well-versed in the ways in which disabilities and other types of diversity characterize and shape an individual’s identity.

2. Historical and Cultural Roots of Inequality: The student recognizes historical and cultural roots of inequality, and responds to the need for social justice. (Section A: 1.1; Section B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 16, 17, 20, 21).

The course covers the history of the treatment of individuals with disabilities in the US, with a focus on their access to education and related services. Textbook chapters and supplemental articles, as well as videos and class activities and discussion, illustrate the way and extent to which individuals with disabilities and their advocates have secured their rights with respect to education, employment and access to full participation in society. Then, during subsequent classes, the course examines each disability classification in detail, and the particular issues relevant to the lives of individuals within the classification are described, including the efforts to secure equity for all. Throughout the classes, issues of race, ethnicity, language, gender, and other factors that intersect with an individual’s experience of disability are explored.

3. Attitudes, Beliefs, Behaviors Regarding Diversity: The student demonstrates awareness of and manages the influence of personal biases. (Section A: 1.1, 1.2, 1.3; Section B: 2, 6, 9, 13, 14, 20, 21). During class discussion and activities, and assessments, students are challenged to examine their preconceived notions about individuals with disabilities, with respect to the individuals’ capabilities and potential, their rights within schools and society, and effective educational placement and programming. Students are encouraged to think deeply to evaluate both common practices they have observed, as well as current evidence-based practices, to determine the appropriateness of the practices for individuals with disabilities, both in terms of effectiveness and with respect to the rights, dignity, and preferences of individuals with disabilities and their families.

Textbook

Note: This course covers the content presented in the textbook with additional information and resources provided by the instructor. Lectures do not cover all of the material in the textbook. You must read each chapter prior to coming to class in order to get the most benefit from the lecture. Additionally, you will not do well on the quizzes or exams if you do not read and study the information in the textbook, particularly the midterm exam, which is an in-class, closed-book, no notes allowed exam.

**REQUIREMENTS**

1. **Six ONLINE quizzes will be scheduled.** Each quiz will be worth 10 points. Quizzes will be due by the date and posted on D2L. **Late quizzes will not be accepted.** Quizzes will focus on definitions, where the student will briefly define one or more terms from the readings for that week; short answer, calling for narrative production of information, such as a description of the characteristics of students; matching, and multiple choice. These quizzes will be over the readings and lectures, but will focus on information from the textbook.

2. **A midterm (in-class) and a final examination (take home) are also required.** I will provide detailed study guides to help you prepare for these exams.

3. **Class Participation!** Your class participation grade is based upon attendance and completion of in-class activities. In-class activities cannot be made up for credit – you must be in class in order to earn participation points. **In addition, the contributions you make to class discussions are also weighted heavily in calculating your grade. I expect that each student will participate by commenting or asking and answering questions in every class.**

4. **Book Review.** Students will choose a title from a list (provided by the professor) of books about people with disabilities. After reading the book, students will write a 4-5 page paper that includes the following sections: Part 1: Description of the individual the book is mostly about. Include details such as the person’s age, gender, and cultural background. Also include information about the person’s family and community. Briefly describe the disability experienced by the main character as it is described in your selected book. (1-2 paragraphs). Part 2: Describe how the disability impacts the individual, and the individual’s family, if appropriate. How does the individual cope with the difficulties experienced as a result of the disability? What strengths does the individual have? How does the individual receive support from family members and community services? What is the individual’s social life like? Education? Employment? (1-2 pages). Part 3: Compare the description of the specific disability experienced by the main character in your book to what you learned about both the character’s specific disability, and also about disabilities in general (laws, history, attitudes), from our textbook and other resources used in class. How do the experiences of the person in your book compare to what you learned in class? What surprised you? What did you learn from the book that went beyond what you read in the text? Was there anything in your book that disagreed with or refuted what was in the text? (1-2 pages). Part 4: Conclude with a brief (1-2 paragraphs) evaluation of your selected book – did you enjoy reading it?
Did it inspire you to want to learn more about a particular type of disability? Did it change your thinking about individuals with disabilities in any way?

5. Nine hours of field observation of children with disabilities, and a Reflection Paper describing your experiences in your field placement. [MOU4] If you do not do the observations, a grade of I (incomplete) will be turned in at the end of the semester. The grade will not be changed until the observations at the Franklin Learning Center are complete. This must be done the following semester, or the I grade will convert to an F.

**Special Note:** There will be a 10% deduction on each assignment where person first language is not used. For instance, use ‘student with a learning disability’, not ‘the learning disabled’. We will discuss person first language during the first and second classes. Questions? See me.

**Attendance and Testing Policy**

Only medically excused absences, officially recognized religious holidays, or university approved activities will make a student eligible for a make-up quiz or test. Students will be responsible for arranging a make-up quiz or test before the scheduled quiz except when unexpected medical problems result in an absence. Make-up tests will not be the same as those given in class.

**Plagiarism**

(from the undergraduate catalog)

Plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism, and the faculty will make all reasonable efforts to discourage it. First offenders will be penalized with a maximum sanction of an "F" in the course in which the plagiarism takes place. Second offenders may be penalized with a maximum sanction of suspension from the university.

Plagiarism is your acknowledged use of another writer's own words or specific facts or propositions or materials in your own writing. When other writers’ words or materials (even short phrases or specific terminology) are used, you should put these words, phrases or sentences inside quotation marks (or else indent and single-space more extended quotations), and you should then cite the source of the quotation either in the text of your writing or in footnotes. Failure to do so may be considered plagiarism. When the propositions of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or in footnotes. Comparable citations should be made for borrowing from media other than printed texts, such as lectures, interviews, broadcast information, or computer programs.

**COPYING INFORMATION FROM WEBSITES WITHOUT ATTRIBUTION IS PLAGIARISM – JUST DON’T DO IT!**

**Written Assignments**

Please use APA (the American Psychological Association) style (not MLA, Chicago, etc.) For a clear and easy to use reference guide to APA style, see the following
website: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html especially the following section: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Note: you do not have to include an abstract, nor do you need to use running headers, on any of the papers assigned for this class.

See me if you have any questions or concerns about any of the written assignments for this course – writing well is a process that takes time and practice. I don’t expect perfection, but I do want to see conscientious effort to use the correct format. Mostly, I want to see evidence of your deep thinking about your topic, with connections to the course text and other course materials.

STUDENTS WITH DISABILITIES:

Shippensburg University welcomes students with disabilities into all of the University's educational programs and strives to make all learning experiences as accessible as possible. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) to discuss your specific needs. OAR is located in Horton Hall 324 and can be reached by phone at (717) 477-1364. The office’s website is www.ship.edu/oar.

In order to receive consideration for reasonable accommodations, you must provide documentation and participate in an intake interview. If the documentation supports your request for reasonable accommodations, the Office of Accessibility Resources will provide you with an Accommodation Notification Form. OAR encourages you to share your notification form with your instructors and discuss your accommodations with them as early in your courses as possible. You must submit a request for a new notification form each semester that you request accommodations.

If you have a disability that may require special consideration and/or modifications, please provide documentation from the Office of Social Equity, suggestions for assistance to maximize class participation, completion of assignments, etc., by the second-class meeting or schedule a meeting with the professor immediately.

Course Content and Calendar (Tentative – the instructor reserves the right to make changes to the content and timelines as needed).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td>Introduction</td>
<td>Syllabus/Equality vs Equity/Person First Language/Families</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
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<tr>
<td>Jan 23</td>
<td>History and Laws Chapter 1; also the article Bateman &amp; Yell, 2017, posted on D2L</td>
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<tr>
<td>Jan 28</td>
<td>Current Practices and Cultural Considerations Chapters 2 &amp; 3</td>
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<td>Current Practices and Cultural Considerations Chapters 2 &amp; 3</td>
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<td>Feb 4</td>
<td><strong>Quiz One</strong> on Chapters 1, 2, and 3</td>
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<td><strong>Book Review Choices due!</strong></td>
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<td></td>
<td>Learning Disabilities Chapter 6</td>
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<td>Feb 6</td>
<td>Learning Disabilities</td>
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<td>Feb 11</td>
<td>Learning Disabilities Book Review Conferences</td>
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<td>Feb 13</td>
<td><strong>Quiz Two</strong> on Chapter 6</td>
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<td></td>
<td>ADHD/OHI Chapter 7</td>
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<td>Feb 18</td>
<td>ADHD/OHI</td>
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<td>Feb 20</td>
<td>Communication Disorders Chapter 10</td>
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<tr>
<td>Feb 25</td>
<td><strong>Quiz Three</strong> on Chapters 7 and 10</td>
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<td>Autism Chapter 9</td>
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<td>Feb 27</td>
<td>Autism</td>
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<tr>
<td>Mar 3</td>
<td>Autism</td>
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<tr>
<td>March 5</td>
<td><strong>Quiz Four</strong> on Chapter 9</td>
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<td></td>
<td>Catch up; Review for midterm; hand out midterm study guide</td>
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<tr>
<td>Mar 9-13</td>
<td>SPRING BREAK</td>
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<td>Mar 17</td>
<td>Midterm</td>
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<td>Mar 19</td>
<td>Review Midterm; Emotional or Behavioral Disorders Chapter 8</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>Mar 24</td>
<td>Emotional or Behavioral Disorders</td>
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<td>Mar 26</td>
<td>Disproportionality/PBIS</td>
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<tr>
<td>Mar 31</td>
<td>Intellectual disabilities</td>
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<td>Apr 2</td>
<td>Intellectual disabilities</td>
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<td>Apr 7</td>
<td><strong>Quiz Five</strong> on Chapters 5 and 8</td>
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<td>Apr 9</td>
<td>Low-Incidence, Multiple, or Severe disabilities</td>
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<tr>
<td>Apr 14</td>
<td>Hearing Impaired</td>
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<td>Apr 16</td>
<td>Vision Impairments/Blindness</td>
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<tr>
<td>Apr 21</td>
<td><strong>Quiz Six</strong> on Chapters 15, 13, 11 and 12</td>
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<td>Apr 23</td>
<td>Bullying</td>
<td></td>
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<tr>
<td>Apr 28</td>
<td>Preview Final Exam; Book Review Presentations</td>
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<tr>
<td>April 30</td>
<td>Book Review Presentations</td>
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**Final Exam opened on D2L**

**FINAL EXAM: Due on D2L by 11:59 pm May 6**

*Grade Recording Sheet*

**Quizzes:** Each quiz is worth ten total points

- Quiz 1 __________
- Quiz 2 __________
- Quiz 3 __________
- Quiz 4 __________
- Quiz 5 __________
- Quiz 6 __________

Total Quiz Grade __________
Participation Score: 5 points each class

Total Participation Score

Exams:
Score from the Midterm
Score from the Final

Total Exam Grade

Final Grade:
Total Quiz Score /60
Participation Score /135
Total Exam Score /100
Book Review /50
Field Observation /50

Total of the five scores /395

Grading
A (93-100%) 367-395 A mark of excellence and limited in number
A- (90-92%) 355-366
B+ (88-89%) 347-354
B (84-87%) 331-346 Above average
B- (81-83%) 319-330
C+ (78-80%) 308-329
C (74-77%) 292-307 Average
D (70-73%) 276-291 Below average.
F (below 70%) 275 and Below: Failure to meet the objectives of the course
GEC Ad-Hoc Amendment Committee Minutes
Wednesday, March 25 from 11:00 – 11:55am

Present
• Drs. Sam Forlenza, Brian Wentz, Michael Greenberg, Kate Shirk, Kirk Moll

Agenda
1. Welcome
2. Election of Committee Officers
   a. Chair
   b. Secretary
3. General Education Liaison (GEL)
   a. Review of draft proposal
   b. Identification of responsibilities
   c. Do we need to define role of co-chairs?
4. Waivers and Exceptions Advisory Committee (WEAC)
   a. Review of draft proposal
   b. Identification of responsibilities
   c. Composition of committee
5. Additional Amendments
   a. III, H: entry-year experience has been created, so 1 and 2 should be revised to reflect that

Minutes
• Dr. Forlenza was nominated to be and confirmed as committee Chair
  o Dr. Forlenza also volunteered to take notes
• Reviewed Dr. Sherri Bergsten’s initial ideas of GEL position
  o Discussed pros and cons of keeping GEL and Program Committee Chair (PCC) the same person
    ▪ Eventually agreed they should be the same – PCC already does a lot, and adding in GEL responsibilities would strengthen case for release time
    ▪ If not the same person, a great deal of communication would be needed between GEL and PCC anyways, plus it can be difficult to find people willing to take on large roles requiring significant time investments
  o Agreed that GEL should be an elected position
  o Agreed to fold GEC Rep to UCC responsibilities into GEL position because this position will need to keep track of proposals submitted through UCC, how they affect the GE program, and the UCC process in general
  o GEL will meet regularly with Associate Deans, conduct seat analysis with registrar’s office, and run calibration meetings
• Considered the possibility of combining the GEL with the faculty co-chair to develop a position called General Education Program Director
  o Could cut down on duplication of efforts, plus GEL and Faculty Co-Chair will need to communicate with each other a great deal
  o Responsibilities of Faculty Co-Chair warrant a quarter-time, as do responsibilities of GEL, so this would be a half-time position
• However, a half-time release can be a lot for one department to make-up
  o Agreed to table this discussion until the next meeting
• Reviewed Dr. Bergsten’s initial ideas of a WEAC
  o Discussed if WEAC should be a standing committee or ad-hoc committee
  o Should probably meet at least 2 per year regardless
  o GEL could be ex-officio member of the WEAC to report information to Program Committee and be point of contact with Dean’s offices
  o WEAC could be made up of 3 people (one from each college) plus GEL
• Additional amendments beyond GEL and WEAC not within committee’s purview
  o Signals need for a general amendments committee next academic year to review and revise by-laws
• Plan for next meeting
  o Dr. Forlenza will email Dr. Bergsten with follow-up questions
  o Dr. Forlenza will develop preliminary statements for the by-laws
  o Dr. Moll will develop a list of Faculty Co-Chair responsibilities
  o All members will continue to review position descriptions
GEC Ad-Hoc Amendment Committee Minutes
Wednesday, April 1 from 11:00 – 11:40am

Present
- Drs. Sam Forlenza, Brian Wentz, Michael Greenberg, Kate Shirk, Wendy Kubasko

Agenda
1. Welcome
2. Review of Minutes
3. General Education Liaison (GEL)
   a. Review and discussion of proposed responsibilities (see next page)
   b. Review of faculty co-chair responsibilities
   c. Keep this as a separate position from faculty co-chair?
4. Waivers and Exceptions Advisory Committee (WEAC)
   a. Email from Dr. Sherri Bergsten (see below)
   b. Review of proposed composition and responsibilities (see next page)

Minutes
- Previous meeting’s minutes approved 5-0
- Started by reviewing proposed amendments concerning Elected Officers
  o Minor wording changes were made
  o Dr. Kubasko suggested responsibilities for the Secretary position
  o Additional responsibilities for the GEL position were listed, while others were clarified
  o Re-visited discussion regarding whether to keep the GEL position separate from Faculty Co-Chair
    ▪ Committee agreed to move forward with them as two different positions, but that this topic should be revisited as the position unfolds over the next year or two – it may make sense to combine them into one position
- Reviewed proposed amendments for the Waivers and Exceptions Advisory Committee
  o Also reviewed Dr. Bergsten’s follow-up email
  o Discussion centered around the nature of the committee and whether to require that all General Education exceptions be run through here as GE is a program, or if it should strictly be “as needed” by Dean’s Offices
    ▪ Committee adjusted language to emphasize that this committee, while advisory, will provide guidance and recommendations
  o Clarified composition of the committee
- Next steps
  o Dr. Forlenza will follow-up with Dr. Kirk Moll on co-chair duties
  o Dr. Forlenza will revise language of amendments and send out to committee for final approval
Proposed Amendments to GEC By-Laws
Submitted by the GEC Ad-Hoc Amendment Committee

II. Meetings

B. The final meeting of the spring semester will include organization for the following academic year. The Faculty Co-Chair, Secretary, and General Education Liaison will be elected to one-year terms at this meeting.

III. Elected Officers

A. The GEC has three elected positions: Faculty Co-Chair, Secretary, and General Education Liaison. Each position shall be filled according to procedures in II.B.

B. Faculty Co-Chair

1. The Faculty Co-Chair will coordinate the activities of the GEC through managing and coordinating its meetings and subcommittees as well as ensure that all decisions are communicated to relevant units.
2. The Faculty Co-Chair will have the following responsibilities:
   a. Provide general oversight of program revision, proposal review and approval, assessment measures, and budget procedures.
   b. Chair monthly GEC meetings, and prepare and distribute meeting materials.
   c. Coordinate with the General Education Liaison on communication with GEC Representatives, Departments, College Councils, Dean’s Offices, University Curriculum Committee, and other relevant bodies.
   d. Collaborate with the General Education Liaison on matters concerning the review and revision of the General Education Program and on relevant policies and procedures.
   e. Serve on all GEC committees on an ad hoc basis, regularly consult with committee chairs, and regularly attend Program Committee meetings.
   f. Consult with the Administrative Co-Chair regularly, including on the appointment of GEC members to standing committees.
   g. Maintain the GEC website and official documents.
   h. Seek out and participate in external opportunities for discussing, developing, and assessing the General Education Program.

C. Secretary

1. The Secretary will have the following responsibilities:
   a. Document GEC meeting proceedings, including tracking attendance, recording votes, and writing minutes.
   b. Submit GEC meeting minutes to the Co-Chairs and General Education Liaison in advance of the next GEC meeting.

D. General Education Liaison

1. The General Education Liaison will coordinate all matters concerning the implementation of the General Education curriculum across the University, including academic and administrative units.
2. The General Education Liaison will serve as the Program Committee Chair, non-voting representative to the University Curriculum Committee, and as an ex-officio member of the Waivers and Exceptions Advisory Committee.

3. The General Education Liaison will have the following responsibilities:
   a. Chair the Program Committee in accordance with IV.G.
   b. Review and advise on all University Curriculum Committee proposals that concern General Education.
   c. Report the results of GEC votes on course and program proposals to the University Curriculum Committee.
   d. Coordinate the annual review and revision of the General Education curriculum, including calibration meetings.
   e. Draft policies for the review and revision of the General Education curriculum.
   f. Meet with Associate Deans and the Registrar’s Office to help plan the schedule and conduct a seat analysis of General Education courses.

IV. Committees
   A. The GEC has five standing committees: Budget Committee, Assessment Committee, Program Committee, Entry-Year Experience Committee, and Waivers and Exceptions Advisory Committee. The purpose of each committee is to make recommendations to GEC.
   I. Waivers and Exceptions Advisory Committee
      1. The GEC Waivers and Exceptions Advisory Committee will provide guidance and/or recommendations to Dean’s Offices concerning course substitutions, waivers, exceptions, or other similar measures, as they relate to the General Education curriculum.
      2. In addition to the above role, the Waivers and Exceptions Advisory Committee will collect data on course substitutions, waivers, exceptions, and other similar measures, as they relate to the General Education curriculum. These data will be shared with GEC and the Program Committee as part of the annual review and revision process.
      3. The Waivers and Exceptions Advisory Committee will also develop criteria for granting course substitutions, waivers, exceptions, and other similar measures.
      4. Membership
         a. Any member of GEC is eligible to volunteer to be a member of the Waivers and Exceptions Advisory Committee.
         b. The Waivers and Exceptions Advisory Committee shall have 3 permanent members, and must include one member each from the College of Arts & Sciences, College of Education & Human Services, and College of Business. Representatives from each Dean’s Office shall also have a seat on the committee.
         c. The General Education Liaison shall serve as an ex-officio member.
         d. The co-chairs may jointly appoint any member of GEC to the Waivers and Exceptions Advisory Committee if there are fewer than 3
volunteers. The co-chairs will also appoint a member of GEC from an appropriate college (see IV.1.4.b) if no such member volunteers.
e. If there are more than 3 volunteers, then the co-chairs will jointly determine which 3 volunteers will serve as members of the Waivers and Exceptions Advisory Committee.