

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2077 (Fall 2007)

Subject Area - Course Number: **SPECED 760**
(See Note #1 below)

Cross-listing:

Course Title: (Limited to 65 characters) Foundations and Characteristics of CD/EBD/LD

25-Character Abbreviation:

Sponsor(s): Shannon Stuart

Department(s): Special Education

College(s): Education

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: EDFOUND, C & I, COM DIS

Programs Affected: **Special Education**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: none

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Education **Dept/Area(s):** Special Education

Instructor: David Gordon
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Computer Requirement Writing Requirement
 Diversity General Education Option: Select one:

Credit/Contact Hours: (per semester)

Total lab hours: 0 Total lecture hours: 48 hours
Number of credits: 3 Total contact hours: 48 hours

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:
No of times in degree:

No of credits in major:
No of credits in degree:

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form3.htm>)

Course justification:

Justification for action: The department of special education is currently developing a sub-plan within the MSE in Special Education in Cross-Categorical Licensure. The students will not participate in traditional field experiences but rather will integrate additional assignments applying the content of the course directly as they teach on their provisional or emergency certificate in special education. We wish to change the course to a 700 level due to this increased expectation and to prevent this course from being a dual undergraduate/graduate course. See outline of adapted expectations below.

Relationship to program assessment objectives:

This course fulfills Department of Public Instruction's teacher standards Three, *teachers understand that children learn differently* and four, *teachers know how to teach*. Both standards are related to our current department assessment plan as required by the Department of Public Instruction.

Budgetary impact: None; replaces currently existing course.

Course description: (50 word limit)

This course addresses the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:

University of Wisconsin-Whitewater
College of Education
Department of Special Education

Syllabus: SPECED 325/525 Characteristics of CD, E/BD, LD

F 2006

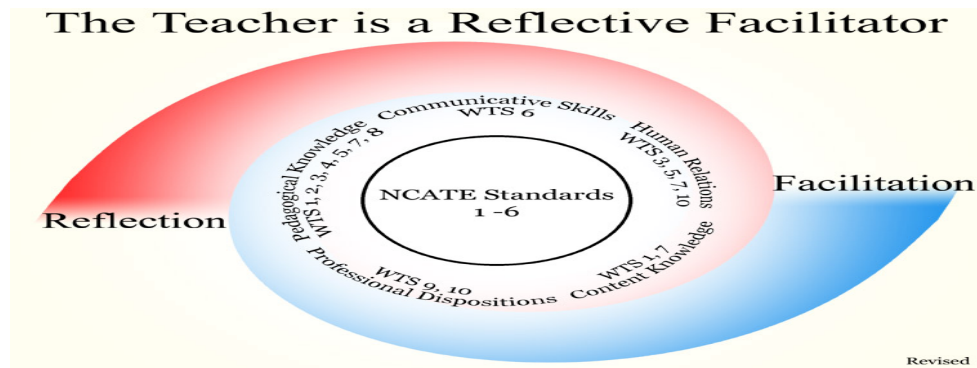
T 12:05-2:35; WH2005

Instructor: Amy Stevens Griffith, Ph.D.
Phone: (262) 472-5817
E-MAIL: griffita@uww.edu (no "h" on griffita)

Office: WH4036
Office Hours: M10-12, T 7:45-8:15
W 1-3, 7:45-8:15

Course Description:

This course addresses the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined.



Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

University Policies:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Department of Special Education Portfolio Assessment System:

Please note that the topic and assignment schedule reflects the Wisconsin Teacher Standards (WTS) and Council of Exceptional Children (CEC)/NCATE Standards. Assignments have been identified as possible artifacts of performance that will be graded according to the Department of Special Education Assessment System. Please refer to the Department of Special Education website at <http://academics.uww.edu/speced/>. This site further explains the portfolio assessment system and includes the 10 evaluation rubrics which correspond with each of the WTS/CEC/NCATE Standards.

Required Text:

Beirne-Smith, M., Ittenbach, R.F., & Patton, J.R. (2002). *Mental Retardation* (6th Ed.). Upper Saddle River, NJ: Merrill. (Speced Dept.)

Lerner, J. (2003). *Learning disabilities: Theories, diagnosis, and teaching strategies* (9th Ed.*). Boston, MA: Houghton Mifflin. (Bookstore Rental/Purchase)

Kauffman, J.M. (2001). *Characteristics of emotional and behavioral disorders of children and youth* (7th Ed). Upper Saddle River, NJ: Merrill. (Speced Dept.)

Intended Learning Outcomes:

The following goals for this course are designed to meet the standards established by National Council for the Accreditation of Teacher Education, Wisconsin Department of Public Instruction and the Council for Exceptional Children.

Course Requirements and Expectations:

1. Complete required readings prior to class. Class activities and lectures may not directly relate to reading material.
2. Active participation in class: Regular attendance and participation in class activities is an important part of learning. There will be in-class experiences (videos, small group work, guest speakers, etc.) that cannot be made up outside of class. Individuals with perfect attendance and excellent participation may have their grade increased at the discretion of the instructor. Discuss extenuating circumstances requiring absence with the instructor during office hours.
3. Professionalism:
 - a. Students are expected to respect (not necessarily agree with) opinions of others & be open to discussion of controversial issues.
 - b. Exchange phone-numbers/e-mail addresses with 2-3 students. Arrange for other students to collect handouts should you miss class. Materials & handouts will not be brought more than once. Contact these people prior to any class that you miss.
 - c. Cell Phones/pagers must be turned off or silenced during class. Discuss extenuating circumstances with the instructor prior to the start of class.
 - d. If you have a disability that requires accommodations please talk with the instructor or seek assistance from Disabled Student Services.

Reasonable Modifications Requests:

Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to seek assistance from Disabled Student Services. Upon referral to Disabled Student Services, the student must:

- A. Sign a request for services based on the presence of a disability;

- B. Provide appropriate diagnostic information that establishes that s/he is a qualified individual with a disability; and,
- C. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability. Disabled Student Services arranges (in consultation with instructional staff) to provide appropriate reasonable modifications. (John D. Truesdale, memorandum, Aug. 15, 1996)

4. **All assignments must be submitted to the appropriate D2L dropbox by the due date.** If you are absent submit your assignment to the D2L Dropbox by the deadline. Late work is not accepted. Realize that group projects require the added responsibility of others relying on your presence. If you chose to work with a partner your product must be the result of a team effort-one person doing the work and assigning all names constitutes academic misconduct. Absences on exam days will be excused only with an obituary notice or doctor's excuse.

5. **Critical Incident/Reflection: 100 points**

More specific guidance will be provided in class. Please have the first chapter read and have identified standards when you come to this class.

Read *Holler if You Hear Me* and:

- a. Complete teaching style pre-test in class.
- b. Prepare a list of WTS addressed with referenced passages from the book.
- c. Participate in Critical Incident Group Activity.
- d. Prepare a Critical Incident Analysis draft in APA 5th edition format including:
 - 1. What
 - 2. Emotions
 - 3. Why from the perspectives of the characters involved
 - 4. Special Education Classifications
 - 5. General meaning for teaching students with disabilities
 - 6. Professional Standards
 - 7. Position
 - 8. Action
 - 9. References
- e. Incorporating a minimum of 3 refereed journal articles (5 for graduate students) to support your general meaning discussion.
- f. You must interview a minimum of one teacher about the classification on which you focus your general meaning section. Turn in a transcript of the questions and responses with teacher signature and date of interview. This interview must be done in person prepare 10 question minimum ahead of time. Use information as support in your critical incident assignment (see APA personal communication).
- g. Submit well developed draft of the assignment (WTS standards examples, incident, emotions, perspectives, classifications, & critical incident identified) prior to class on the date noted in the tentative schedule (dropbox). Bring a copy to class for reference during grand conversation.
- h. Actively participate in Grand Conversation.
- i. Revise your critical incident assignment and complete it based on discussion in Grand Conversation and turn in final copy by beginning of class on the date noted in the tentative schedule (dropbox).
- j. Complete post-test and final reflection in class.

6U. LD, ADHD, AU, & E/BD Fact Sheet/Jigsaw (undergraduates): 50 + 50 = 100 points

Select one topic pertaining to learning disabilities/ADHD and one topic pertaining to emotional/behavior disorders/Autism (total of 2 topics per person). Use your text books and at minimum two additional **refereed/peer reviewed** sources (ERIC documents do not count) to learn about the topic. Develop a one page front/back fact sheet about disability, especially the **characteristics and strategies** teachers need to know to effectively work with these students (rather than reading five to seven chapters each on these topics!). (*Wisconsin Teacher Standards 3, 4, 9, & 10*)

- a. Read the appropriate text material on you topic.
- b. Use the library research form and library search engines to find a minimum of 2 refereed articles pertaining to each of your topics. Article 1- characteristics. Article 2-instruction related. If you work in a pair 4 refereed articles must be cited for each Fact Sheet. You may use other sources in addition.
- c. Prepare a one page (front and back) **fact sheet** about the disability outlining characteristics and instructional strategies for teachers.
 1. Put topic title and your name on top
 2. In a visually attractive format, present critical, research based information about:
 - a. Characteristics of students with this disability
 - b. Instructional strategies and tips for teachers of these students
 3. Provide references for ALL sources in APA 5th edition format (can be single spaced)
 4. Limit: one page front and back (2 pages staples=10% point deduction)
- d. Make 35 copies for the class (Copies can be in black and white).
- e. Teach the content of your topic to your classmates in a jigsaw activity. (You provide the fact sheets & instructor provides jigsaw materials)
- f. Fact sheets and jigsaw materials serve as content for the exam and they reduce reading on the topic for class members.

Fact Sheet 1 Topics		Fact Sheet 2 Topics	
Oral Language: Listening Comp	ADHD: Inattentive Type	Conduct Disorder: Overt	Anxiety: Phobias & OCD
Oral Language: Speaking	ADHD: Hyperactive/ Impulsive Type	Conduct Disorder: Covert	Anxiety; Traumatic Stress & Mutism
Reading: Word Rec. & Fluency	Reading: Comprehension	Autism & PDD	Depression
Written Language	Mathematics	Asperger's Syndrome	Schizophrenia

6G. Poverty/Ethnic Diversity Presentations (graduates): 100 points

Research through refereed journals (5 minimum), poverty or diversity as it relates to learning disabilities, emotional/behavioral disorders, cognitive disabilities (mental retardation). Within a small group, use your data to develop an engaging and cohesive in-service type presentation educating others in the class about the topic, especially the impact on education (specifically disability diagnosis) and what teachers need to know to effectively work with these students. This is a group presentation-not individual presentations presented in succession. Include information and activities in your presentation. (*Wisconsin Teacher Standards 3, 9, & 10*)

- a. **Individually: (1) Abstract summaries: 30 points.** Research your specific topic and prepare an abstract summery for each of 5 refereed articles. Put the citation in APA 5th edition format at the top of each summary. In your own words, summarize: the main idea, three important facts used to support the main idea, how the article related to your assigned topic, new terms, concepts or ideas you gained from the article (you must find something new), and how the information impacts you as an educator. **(2) Fact Sheet: 30 points.** Prepare a one page (front and back) fact sheet about the poverty/diversity and disability outlining characteristics and tips for teachers (see 6U) and make 35 copies for the class for your presentation.
- b. **Group Presentation: 40 points** Using your individual research and Fact Sheets as a guide, develop an engaging presentation educating others in the class about special

education students with this characteristic and working with their families, especially **what teachers need to know to effectively work with these students**. This should be an in-service type presentation with discussion and activity. Present to the class and provide handouts (at minimum the fact sheets).

7. **Exams: 2 at 100 points each = 200 points**

Exams will measure student comprehension of course material (lectures, handouts, class discussion, assigned reading, etc.). Exams will be multiple choice, and they will be facts, definitions, and application of information to scenario settings. Exams are on D2L.

Exams will be open book/notes and you may collaborate with peers. Answer options will not appear in the same order on exams so make sure that if you collaborate you discuss content not the letters or numbers associated with the answers. Failure to complete exams during testing time frame will be excused only with an obituary notice or doctor's excuse documenting inability to complete the exam during the entire time frame.

Grade Scale:	400-376 A	(100%-94%)
	375-352 AB	(93%-88%)
	351-336 B	(87%-84%)
	335-312 BC	(83%-78%)
	311-280 C	(77%-70%)

Changes may occur as we discuss course content. You will be notified if/when changes are made.

New Expectations: See Bold

Teaching Analysis: Video tape - using your pre-test scores on the teaching styles inventory video tape yourself teaching two lessons. Using the critical analysis framework determine the congruence between your believed teaching style and observed teaching style. Second, conduct a peer analysis. Have a peer observe your video tapes and score your style based upon the inventory. Write a critical reflection between these three observations. Detailed observations regarding the congruence and incongruence of these observations should be included.

Critical Incident/Reflection: 100 points

More specific guidance will be provided in class. Please have the first chapter read and have identified standards when you come to this class.

Read *Holler if You Hear Me* and:

- k. Complete teaching style pre-test in class.
- l. Prepare a list of WTS addressed with referenced passages from the book.
- m. Participate in Critical Incident Group Activity.
- n. Prepare a Critical Incident Analysis draft in APA 5th edition format including:
 1. What
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 7. Position
 8. Action
 9. References

- o. Incorporating a minimum of 3 refereed journal articles (5 for graduate students) to support your general meaning discussion.
- p. You must interview a minimum of one teacher about the classification on which you focus your general meaning section. Turn in a transcript of the questions and responses with teacher signature and date of interview. This interview must be done in person prepare 10 question minimum ahead of time. Use information as support in your critical incident assignment (see APA personal communication).
- q. Submit well developed draft of the assignment (WTS standards examples, incident, emotions, perspectives, classifications, & critical incident identified) prior to class on the date noted in the tentative schedule (dropbox). Bring a copy to class for reference during grand conversation.
- r. Actively participate in Grand Conversation.
- s. Revise your critical incident assignment and complete it based on discussion in Grand Conversation and turn in final copy by beginning of class on the date noted in the tentative schedule (dropbox).
- t. Complete post-test and final reflection in class.

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- b. Group Presentation: 40 points Using your individual research and Fact Sheets as a guide, develop an engaging presentation educating others in the class about special education students with this characteristic and working with their families, especially what teachers need to know to effectively work with these students. This should be an in-service type presentation with discussion and activity. Present to the class and provide handouts (at minimum the fact sheets).

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Tentative Schedule:

CLASS OVERVIEW	DUE	CHAPTERS Bold font- Read all (<i>bold/italic</i>)- Skim (needed for fact sheets)		
		L	B	K
Introduction to the course Review assignments Sign up for fact sheet topics Distribute text books				
History of Disabilities WTS instruction Pre-test on teaching styles	Pre-test on teaching style	2	1	3
Critical Incidents (to apply to “Holler”) Guest Instructor: Maureen Griffin Infancy/Early Childhood Characteristics of Disabilities	Bring “Holler” book to class.	8	9[pp 337-351]	
Characteristics of Adolescence Related to Disability Information Processing Theory		9, 1	11, 12	14
Information Processing Theory LD Eligibility		6, 10 [pp. 323-339]		4[pp.123-126]
LD Research for assignments U- Articles for Fact Sheets G- Articles for Presentations (realize you will use the same procedure to find refereed articles for the critical incident assignment) <i>Identifying Refereed Journals</i> <i>APA Format</i> <i>Instructor Conferences on Topics/Articles</i>	U-Have chapters pertaining to your 2 topics read prior to class Regular Class 12:05-1:35 Library Circulation desk 1:35-2:35	4		
ADHD: Inattentive ADHD Hyper./Impulsive Reading: Word Rec./Fluency Oral Language: Speaking ADHD Eligibility	U-Fact Sheet #1 Due in Dropbox before class (35 copies for class)	(7, 11, 12)		
Oral Language: Listening Reading: Comprehension Written Language Math LD Wrap up CD Eligibility	Jigsaw Activity	(11, 12, 13, 14)	7, 8	

CD Eligibility Mild/Moderate Cognitive Disabilities Severe/Profound Cognitive Disabilities			7, 8 (5)	
Exam 1 (history, early childhood & adolescence characteristics, information processing, LD eligibility) Project work time	U & G-Exam 1			
Book Talk Autism Eligibility Poverty as Related to Disabilities	U & G-Critical incident draft due in dropbox (Incident, emotions, perspectives, classifications, & critical incident noted minimum) PRIOR to class G-Article Summaries and Topic 1 Fact Sheets due in dropbox prior to class. G-Present. (45-60 min)			
E/BD Eligibility Autism (Au & PDD) Autism (Asperger's) Conduct Disorders: Overt Conduct Disorders: Covert Anxiety Disorders (phobias & OCD) Anx. Traumatic Stress, Mutism) Depression Schizophrenia	U-Fact Sheet #2 due (dropbox & 35 copies for class) Jigsaw Activity			7, 8, 9, 10 (12, 13, 15, 16, 17)
Diversity as Related to Disabilities	G-Article Summaries and Topic 2 Fact Sheets due in dropbox prior to class. G-Present. (45-60 min)			7, 8, 9, 10
E/BD Eligibility Cont.	U & G- Critical Incident/WTS assignment due in dropbox PRIOR to class			7, 8, 9, 10
Course closure Post-test on teaching styles Reflective assignment Course Evaluation	In Class: Post test on teaching style reflection			

Course Objectives and Outcomes: The objectives are designed to acquaint the learner with initial understandings of:

- the rights and responsibilities of parents, students, teacher and other professionals, and schools as they relate to individual learning needs.
- the similarities and differences among cognitive, physical, cultural, social, and emotional needs of individuals who possess disabilities, as well as those who do not.
- the differential characteristics of individuals with disabilities, including levels of severity and multiple disabilities.
- the effects of disabilities on the life of an individual.
- the characteristics and effects of the culture and environment of the student and family, including linguistic diversity, socioeconomic level, abuse and/or neglect, and substance abuse.
- the effects of medication, cognition, and physical, social, and emotional behavior.
- the educational implications of various disabilities.
- the typical procedures for screening, prereferral, referral, identification, and placement for children with disabilities.
- the relationship between assessment and placement decisions.
- the eligibility criteria for various disabilities.
- the adaptations and modifications necessitated by individual learning styles and needs.
- the continuum of educational service delivery options for students with disabilities.

CEC/NCATE Standards Addressed in Course:

Standard 2-Development and Characteristics of Learners

- Typical and atypical human growth and development
- Educational implications of characteristics of various exceptionalities
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development
- Similarities and differences among individuals with exceptional learning needs
- Effects of various medications on individuals with exceptional learning needs

Standard 3-Individual Learning Differences

- Effects of exceptional condition(s) can have on an individual's life
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
- Educational terminology and definitions of individuals with CD/EBD/LD
- Etiology and diagnosis related to various theoretical approaches in the field of CD/EBD/LD
- Physical development, disability, and health impairments related to individuals with CD/EBD/LD
- Social characteristics of individuals with CD/EBD/LD
- Factors that influence overrepresentation of diverse individuals in programs for individuals with CD/EBD/LD

Absence for University Sponsored Events: University policy adopted by the Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate

in university-sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university-sanctioned event will not be counted as an absence. A university-sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university-sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

- Alonzo, J., Bushey, L., Gardner, D., (2006). 25 hours in family: How family internships can help school leaders transform from within. *Equity & Excellence in Education*, 39(2), 127-36.
- Alvarez, L.I. (1998). A short course in sensitivity training: Working with Hispanic families of children with disabilities. *Teaching Exceptional Children*, 73-77.
- Kroeger, S.D., Leiboid, C.K., & Ryan, B. (1999). Creating a sense of ownership in the IEP process. *Teaching Exceptional Children*, 32(1), 4-9.
- Magnuson, K., Meyers, M., Ruhm, C., & Waldfogel, J. (2005). Inequality in children's school readiness and public funding *Focus*, 24(1), 12-18.
- Mills, G.E., & Mallams, K.D. (2000). Special education mediation: A formula for success, *Teaching Exceptional Children*, 32(4), 72-78.
- Michie, G. (1999). *Holler if you hear me: The education of a teacher and his students*. New York: Teachers College Press.
- Rock, M. L. (2000). Parents as equal partners: Balancing the scales in IEP development. *Teaching Exceptional Children*, 32(6), 30-37.
- Scorgie, K., Wilgosh, L., McDonald, L. (1999). Transforming partnerships: Parent life management issues when a child has mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 34(4), 395-405.
- Wayne, A.J., & Young, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73, 89-122.

Notes:

1. Contact the Registrar's Office (x1570) for available course numbers. A list of subject areas can be found at <http://acadaff.uww.edu/Handbook/SubjectAreas.html>
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.
3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.