

SIMON FRASER UNIVERSITY

S73-144

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Subject FACULTY OF EDUCATION - PROPOSAL FOR
A MINOR IN LEARNING DISABILITIES

Date NOVEMBER 15, 1973

MOTION: "That Senate approve, as set forth in S.73-144, the
proposed Minor in Learning Disabilities."

SIMON FRASER UNIVERSITY

S.73-144

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

Subject FACULTY OF EDUCATION - PROPOSAL FOR
A MINOR IN LEARNING DISABILITIES

Date NOVEMBER 14, 1973.

On the recommendation of the Faculty of Education, the Senate Committee on Undergraduate Studies has approved, - as set forth in SCUS 73-39 - the Minor in Learning Disabilities, and recommends approval to Senate.



I. Mugridge

HME:jb

SCUS 73-39

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

From H. M. EVANS
SECRETARY OF SCUS

Subject FACULTY OF EDUCATION - PROPOSAL FOR
A MINOR IN LEARNING DISABILITIES

Date OCTOBER 31, 1973

The Faculty of Education has submitted for consideration
the attached proposal for a Minor in Learning Disabilities.

HME:jb

TITLE: Minor in Learning Disabilities

FACULTY: Education

DATE _____

- | | | |
|----|---|-----------------------------|
| 1. | Undergraduate Programs Committee | <u>October 3, 1973</u> |
| 2. | Executive Committee | <u>October 4, 1973</u> |
| 3. | Faculty Meeting | <u>October 22, 1973</u> |
| 4. | Senate Committee on Undergraduate Studies | <u> </u> |
| 5. | Senate | <u> </u> |

FACULTY OF EDUCATION

PROPOSAL FOR A SPECIFIC MINOR

1. TITLE: Minor in Learning Disabilities
2. ORIGINATOR: Leone M. Prock
3. FACULTY: Education
4. PURPOSE: To provide an integrated program designed to enhance a regular classroom teacher's understanding of learning disabilities, and to provide that teacher with competence to assist in the identification and non-clinical treatment of learning disabilities.

5. PRE-REQUISITES OR CO-REQUISITES

Educ. 401-8	Introduction to Classroom Teaching
Educ. 402-7	Studies in Educational Theory and Practice
Educ. 405-15	Teaching Semester

6. REQUIRED COURSES:

Psyc. 351-3	Child Psychology (Pre-requisite, Psyc. 101-3, may be waived by instructor)
Educ. 422-4	Learning Disabilities
Educ. 424-4	Learning Disabilities: Laboratory

NOTE: Candidates for the Minor in Learning Disabilities are required to complete 14 - 18 semester hours of course work, numbered 300 and above. Required courses totalling 11 hours are stipulated. The remaining 3 - 7 semester hours will be selected in consultation with each candidate. The Minor must be approved in advance by The Director of Undergraduate Programs.

7. RECOMMENDED COURSES:

Educ. 421-4 Classroom Learning and Evaluation

Educ. 473-4 Designs for Learning: Reading

Other courses relevant to the study of learning disabilities will be selected in individual consultations with students.

8. NEW COURSE(S) RECOMMENDED TO STRENGTHEN THE MINOR:

Educ. 424-4 Learning Disabilities: Laboratory

(Refer: New course outline)

9. FIELD WORK:

School placement for Educ. 405-15 to include experience with learning disabled children in the regular classroom and in special treatment environments.

10. TIMETABLE OR SEQUENCE OF COURSE OFFERINGS

(IN TERMS OF TRIMESTER OPERATION) :

- (a) Students will be advised to take Psyc. 351-3 (Child Psychology) and other recommended courses prior to entry to the Professional Development Program.
- (b) The sequence of studies proposed for the Minor in Learning Disabilities prescribes one intake of "Minor students" per year, (September).
- (c) Candidates for the Minor, in the proportion of fifteen students to each available Faculty member, will be selected during Educ. 401 (September-October) from among those who apply.
- (d) During Educ. 402(November-December) a special "orientation" seminar will be conducted for candidates selected for the Minor.
- (e) Selected Placements for Education 405 (January-April) will provide opportunity for each candidate to experience work with children who have learning disabilities.
- (f) Candidates for the Minor will undertake Educ. 422-4 and Educ. 424-4, during Educ. 404 (May-August): and, complete other required, recommended, or elected studies.

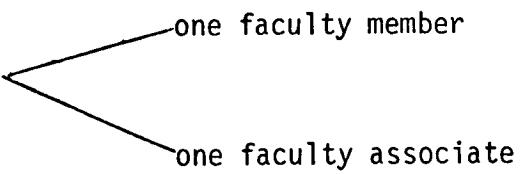
11. PRESENT FACULTY RESOURCES IN FACULTY OF EDUCATION:

Leone M. Prock (Educ. 422-4; Educ. 424-4)

12. OTHER FACULTY RESOURCES, FACILITIES, EQUIPMENT, SPACE, ETC.
REQUIRED:

None

13. NUMBER OF STUDENTS THAT COULD BE ACCOMMODATED:

Fifteen students per 

14. TRANSCRIPT NOTATION:

Minor : Learning Disabilities

15. PROPOSED DATE OF IMPLEMENTATION:

September, 1974

REFERENCES STATED IN THE PROPOSAL FOR A MINOR IN LEARNING DISABILITIES

- Adelman, H. Teacher education and the educationally handicapped: Some basic issues and partial answers.
Project No. S-006-0000-768-002, California State Dept. of Education, Division of Special Education. 1970.
- Alper, F. G. and White, O. R. Precision teaching: A tool for the school psychologist and teacher. J. of School Psychol., 1971, 9, 446-454.
- Ausubel, D.P. "The use of advance organizers in the learning and retention of meaningful verbal material." Bureau of Educational Research, Univ. of Illinois, Urbana. March, 1960.
- Bryant, N.D. "Subject variables: definition, incidence, characteristics, and correlates." Final Report, Vol. I, Leadership Training Institute in Learning Disabilities. U. of Arizona, 1972, 5-80. (USOE Project No. 127145)
- Dailly, E. Report of address to the Canadian Education Association, Vancouver, B. C. The Vancouver Sun, Sept. 27, 1973, p. 14.
- Kass, C. E. "Learning Disabilities." Rev. of Educ. Res., Vol. XXXIX, No. 1. Feb. 1969, 71-82.
- Personnel training practices in learning disabilities. U. of Arizona. Aug., 1972. (Mimeo)
- A system of objectives based on Bloom's taxonomy (cognitive domain) applied to personnel preparation in learning disabilities. Final Report, Vol. II. Leadership Training Institute in Learning Disabilities. U. of Arizona, 1972, 423-430. (USOE Project No. 127145)
- Kirk, S.A. Input Lecture. Final Report, Vol. II. Leadership Training Institute in Learning Disabilities. U. of Arizona, 1972, 73-85. (USOE Project No. 127145)
- McCarthy, J.J. and McCarthy, J. F. Learning Disabilities. Allyn and Bacon, 1969.
- Ridgway, E. Group Report. In Kass, C.E. (Ed) Final Report: Advanced Institute for Leadership Personnel in Learning Disabilities. U. of Arizona, 1970, 78.

FACULTY OF EDUCATION

DESCRIPTION OF THE PROPOSED MINOR IN LEARNING DISABILITIES

JUSTIFICATION: THE NEED FOR ACTION

A. Definition and Incidence of Learning Disabilities

Children with learning disabilities are identified as a distinct population whose intellectual capability is intact (i.e., normal or above average); who suffer significant deficits in essential learning processes (perception, integration, expression), exhibited by disorder in one or more specific areas of learning and/or performance; and whose disability may be overcome when appropriate educational treatment is assigned. (McCarthy & McCarthy, 1969)

A conservative estimate of the number of school children who experience specific learning disabilities is between 5 - 15% of the total school population, (Bryant, 1972).

The "learning disabled" group is distinct from categories of mental retardation, sensory deficit (e.g., sight, hearing), physical handicap, emotional disturbance, and environmental disadvantage. A learning disabled child may have a second difficulty coupled with his learning disability. For example, a child may be learning disabled and physically handicapped; or, as is commonly the case, a child may be learning disabled and emotionally disturbed, - the latter typically arising from neglect of the first condition.

The converse, however, is not true. A mental retardate, for example, is not designated as a case of learning disability. Children who are diagnosed as candidates for categories of "special education" certainly suffer learning problems, but are not classified as cases of learning disabilities.

With few exceptions, learning disabled children are located in regular classrooms for the major portion, if not the total of their in-school learning experiences. Hence, prime responsibility for recognition and on-going treatment of specific learning disabilities rests with the regular classroom teacher.

B. PROVISION for Training

Teacher education programs in the Province of British Columbia do not currently provide systematic training in the recognition and treatment of learning disabilities, for the regular classroom teacher. The need for such training opportunity was very recently enunciated by the Provincial Minister of Education, Dailly, 1973).

Incorporation of the Minor in Learning Disabilities in the program of the SFU Faculty of Education will assist in bridging a professional training gap that presently results in discriminatory educational treatment of children with learning disabilities.

The format of teacher education at Simon Fraser University is ideally suited to accommodate a program in learning disabilities that is characterized by the recommended integration of theory and practical experience, (Kass, 1972; Adelman, 1970; Ridgway, 1970).

Lamentably, the short history of program development in the field of learning disabilities in North America, has resulted in separation of training, service, and research functions. Samuel A. Kirk, (acclaimed as the "father" of learning disabilities), recently stated, (1972):

"I have for many years advocated that what we need are integrated units that conduct service, training and research... These ought to be in operation."

Integration of training, service and research is necessary for the very simple reason that treatments of learning disabilities are not formalized.

"For each child with a specific and unique problem, we have no ready, prepared method... We have to invent the method." (Kirk, 1972)

Provisions of the SFU Bachelor of Education program (inclusive of the Professional Development Program) will allow a single operation (the Minor) to achieve a primary goal of the field of learning disabilities. Namely, to educate teachers towards the capability of creating pedagogical environments and specific procedures for the amelioration of specific learning disabilities, within the context of service and research.

MODEL FOR THE MINOR

An educational experience should exemplify application of knowledge of human learning. The format of the proposed Minor in Learning Disabilities is founded upon a definable model of learning. Namely, an operational modification of the subsumptive theory of learning developed by D.P. Ausubel, (1960).

"The assumption (is made) that cognitive structure is hierarchically organized in terms of highly inclusive concepts under which are subsumed less inclusive sub-concepts and informational data... Appropriate and relevant subsuming concepts (organizers) are deliberately introduced prior to the learning of unfamiliar material... The introduced subsumers become advanced organizers or anchoring foci for the reception of new material... The advance organizers explicitly draw upon and mobilize whatever relevant subsuming concepts are already established in the learner's cognitive structure... Thus, not only is the new material rendered more familiar and meaningful, but the most relevant ideational antecedents are also selected and utilized in integrated fashion... Also, advance organizers at an appropriate level of inclusiveness provide optimal anchorage. This promotes both initial incorporation and later resistance to obliterative subsumption."

The proposed Minor in Learning Disabilities exhibits four categories of experience that are designed to accommodate a subsumptive learning process:

1. Relevant ideational antecedents. (Required and recommended courses.)
2. Advance organizers for new learning. (Educ. 402 Seminar.)
3. Specific content exposure. (Educ. 405 experiences.)
4. Synthesis and generalization. (Educ. 422-4; Educ. 424-4.)

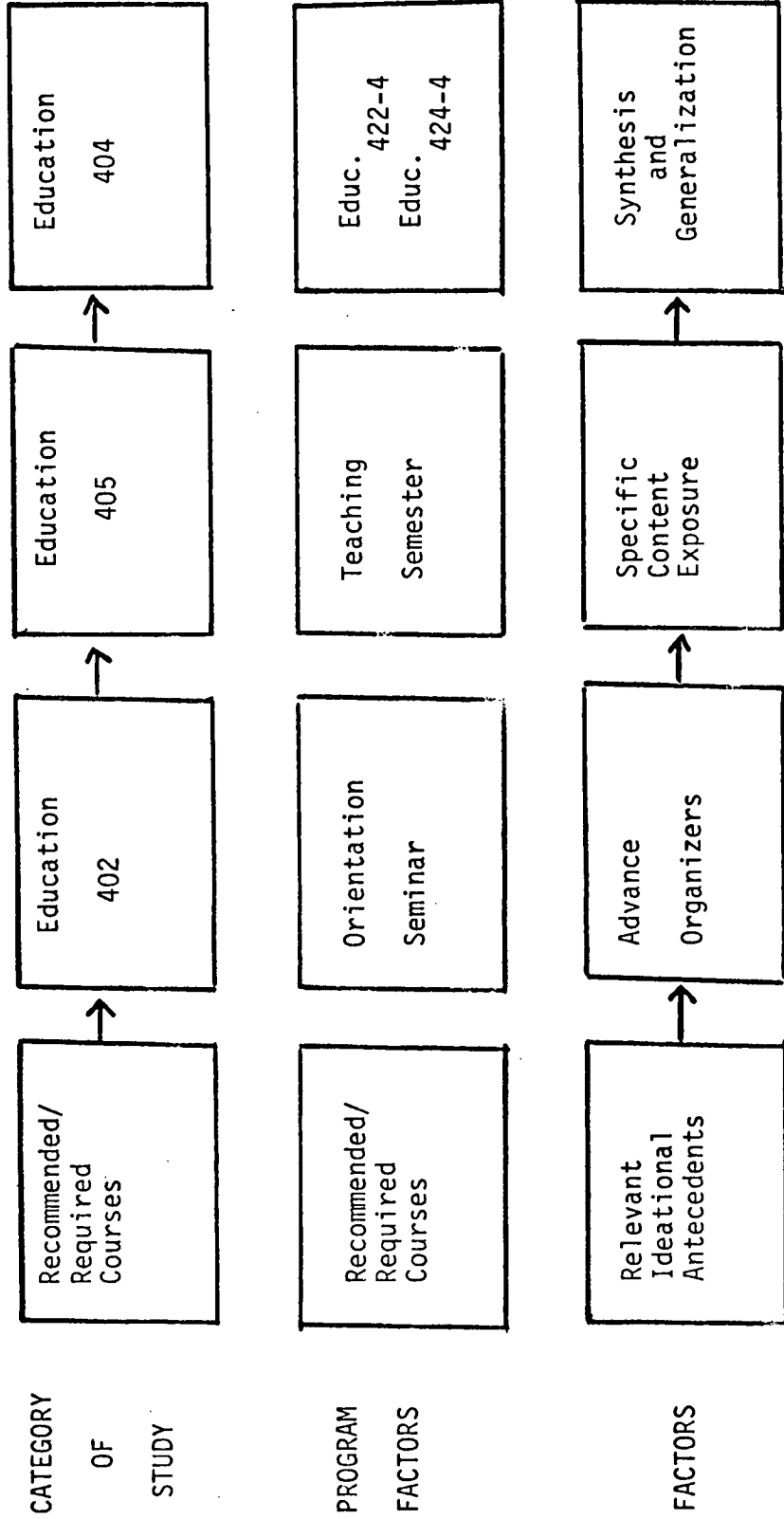
Graphically, the model may be displayed as in figure 1.

The model prescribes a determined sequence of experiences. The practical implication is that the intake of students for the Minor must be consistent with the sequence; and hence, a yearly (September) intake of students only, would be feasible.

FIGURE I

MODEL FOR MINOR IN LEARNING DISABILITIES

LEARNING EXPERIENCES



ACCESS TO MINOR

1. Formal credit for the Minor (i.e., transcript notation for B.Ed. degree : "Minor in Learning Disabilities"), will be restricted to those students who actually incorporate the Minor in their degree studies. Entry on transcripts showing completion of this minor requires completion of the PDP program, and of inclusion of the minor in fulfilling degree requirements at this institution.
2. The experience of the Minor will not be restricted to candidates for the B.Ed. degree.

Increasingly, numbers of entrants to the Professional Development Program have already completed their first degrees. Those students also may become candidates for the experience of the Minor in Learning Disabilities. Upon completion of the "Minor" it is proposed that for those students, a confirmatory notice be provided, in order that their competence might be professionally recognized.

3. Students who do not elect the specific Minor in Learning Disabilities, or who are not accepted as candidates for that Minor, may elect to undertake a general minor in Education, and as part of that program undertake studies in the field of learning disabilities, (e.g., Educ. 422-4; Educ. 424-4).

CALENDAR DESCRIPTION OF MINOR IN LEARNING DISABILITIES

The purpose of the Minor in Learning Disabilities is to provide an integrated program designed to enhance a regular classroom teacher's understanding of learning disabilities; and to provide that teacher with competence to assist in the identification and non-clinical treatment of learning disabilities.

The Minor in Learning Disabilities is integrated with the Professional Development Program of the Faculty of Education. Coherence of theory and practice is accommodated by the Minor. Entry on transcripts showing completion of this minor requires completion of the FDP program, and of inclusion of the minor in fulfilling degree requirements at this institution.

Candidates for the Minor in Learning Disabilities will be selected in the Fall of each year during the Education 401 experience. Orientation to the Minor will be provided during the Education 402 period. Education 405 placements will include experience with learning disabled children in the regular classroom and in special treatment environments.

It is required that each candidate complete 14 - 18 semester hours of course work numbered 300 and above. Three courses totalling 11 hours, are stipulated. Those courses are:

- | | |
|-------------|--------------------------------------|
| Psyc. 351-3 | (Child Psychology); |
| Educ. 422-4 | (Learning Disabilities); |
| Educ. 424-4 | (Learning Disabilities: Laboratory). |

The remaining 3 - 7 semester hours will be selected in consultation with each candidate. The Minor must be approved in advance by the Director of Undergraduate Programs.