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		08-49a.	App-4/14/09	App-4/28/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Economics	Phone 7-2640

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Catalog Description Change
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track
<input type="checkbox"/> Catalog Description Change	<input checked="" type="checkbox"/> Program Revision
<input type="checkbox"/> Other	
Bachelor of Science in Education –Social Studies Education/ Economics Track	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>David B. Ferguson</i>	11-21-08
Department Chair(s)	
<i>Bill Kof</i>	11/21/08
College Curriculum Committee Chair	
<i>Bill Kof</i>	12/10/08
College Dean	
<i>Alan</i>	12/10/08
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
<i>David Hutchinson (m)</i>	4/7/09
Additional signatures as appropriate: (include title)	
<i>Joseph Demarade TECC</i>	3-25-09
<i>May Ann Rajath</i>	3-26-09
UWUCC Co-Chairs	
<i>Gail Sedrist</i>	4/14/09

* where applicable

Received

MAR 25 2009

Liberal Studies

Part II. Description of Curriculum Change
1a. Catalog Description of Revised Program

The Catalog Description of the Revised Program remains unchanged.

1b. List of Courses and Credits for the Revised Program

Bachelor of Science in Education–Social Studies Education/Economics Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:	48
Mathematics: 3cr	
Social Science: ANTH 110, ECON 121, and PSYC 101	
Liberal Studies Electives: 6cr, GEOG 230, no courses with ECON prefix	
College:	35
3 additional cr of MATH 100 level or above	3cr
(in addition to Liberal Studies MATH) (1)	
Preprofessional Education Sequence:	
COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr
Professional Education Sequence:	
CHSS 342 Social Studies Teaching Lab	1cr
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 323 Instruction of English Language Learners with Special Needs	2cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 441 Student Teaching	12cr
EDUC 442 School Law	1cr
EDUC 455 Teaching of Social Studies in Secondary Schools	3cr
Major:	18
Required Courses:	
ECON 122 Principles of Microeconomics	3cr
Controlled Electives:	
Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups:	15cr
<i>International courses:</i> ECON 339, 345, 346, 350, 351	
<i>Macroeconomic courses:</i> ECON 325, 326, 343, 421	
<i>Microeconomic courses:</i> ECON 330, 331, 332, 333, 334, 335, 336, 361, 373, 383	
Other Requirements:	21
Social Studies Distribution:	
GEOG XXX 200-level or higher Geography course	3cr
HIST 204 United States History to 1877	3cr
HIST 205 United States History Since 1877	3cr
PLSC 111 American Politics	3cr
PLSC 280 <i>or</i> Comparative Government I: Western Political Systems <i>or</i>	3cr
PLSC 285 Comparative Government II: Non-Western Political Systems	
Social Studies Minor (2)	6cr
Free Electives:	1
Total Degree Requirements:	123

(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social studies and economics courses).

- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be at the 100 level or above.
- (2) History is the recommended choice for a minor. However, students may complete a minor in any of the other Social Studies fields included in the Social Studies Education certification. Choosing a field other than history may require additional credits.

2. Summary of Changes--a. Table Comparing Old and New Programs

Bachelor of Science in Education--Social Studies Education/Economics Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: ANTH 110, ECON 121, and PSYC 101 Liberal Studies Electives: 6cr, GEOG 230, no courses with ECON prefix	48
College: 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) Preprofessional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	32
Major: Required Courses: ECON 122 Principles of Microeconomics 3cr Controlled Electives: Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups: <i>International courses:</i> ECON 339, 345, 346, 350, 351 <i>Macroeconomic courses:</i> ECON 325, 326, 343, 421 <i>Microeconomic courses:</i> ECON 330, 331, 332, 333, 334, 335, 336, 361, 373, 383	18
Other Requirements: Social Studies Distribution: GEOG XXX 200-level or higher Geography course 3cr HIST 204 United States History to 1877 3cr HIST 205 United States History Since 1877 3cr PLSC 111 American Politics 3cr PLSC 280 <i>or</i> Comparative Government I: Western Political Systems <i>or</i> 3cr PLSC 285 Comparative Government II: Non-Western Political Systems Social Studies Minor (2) 6cr	21
Free Electives:	1
Total Degree Requirements:	120

- (*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social studies and economics courses). To be licensed to teach History, Geography, Economics, Civics, and Government, Social Studies Education/Economics Track majors must apply for Citizenship Education certification.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be at the 100 level or above.
 - (2) History is the recommended choice for a minor. However, students may complete a minor in any of the other Social Studies fields included in the Citizenship Education certification. Choosing a field other than history may require additional credits.

Bachelor of Science in Education--Social Studies Education/Economics Track (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: ANTH 110, ECON 121, and PSYC 101 Liberal Studies Electives: 6cr, GEOG 230, no courses with ECON prefix	48
College: 3 additional cr of MATH 100 level or above (in addition to Liberal Studies MATH) (1) Preprofessional Education Sequence: COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr Professional Education Sequence: CHSS 342 Social Studies Teaching Lab 1cr EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDEX 323 Instruction of English Language Learners with Special Needs 2cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 455 Teaching of Social Studies in Secondary Schools 3cr	35
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Other Requirements: Social Studies Distribution: GEOG XXX 200-level or higher Geography course 3cr HIST 204 United States History to 1877 3cr HIST 205 United States History Since 1877 3cr PLSC 111 American Politics 3cr PLSC 280 <i>or</i> Comparative Government I: Western Political Systems <i>or</i> 3cr PLSC 285 Comparative Government II: Non-Western Political Systems Social Studies Minor (2) 6cr	21
Free Electives:	1
Total Degree Requirements:	123

- (*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social studies and economics courses).
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be at the 100 level or above.
 - (2) History is the recommended choice for a minor. However, students may complete a minor in any of the other Social Studies fields included in the Social Studies Education certification. Choosing a field other than history may require additional credits.

2b. List of Associated Course Changes

- There are two new courses added with this revision.

- EDEX 323 (2cr) Instruction of English Language Learners with Special Needs
- CHSS 342 (1 cr) Social Studies Teaching Lab

- The sentence “To be licensed to teach History, Geography, Economics, Civics, and Government, Social Studies Education/Economics Track majors must apply for Citizenship Education certification” was deleted from the footnotes.

- The term “Citizenship Education” in the footnotes was changed to “Social Studies Education”

3. Rationale for Change

The reason the Bachelor of Science in Education –Social Studies Education Program is undergoing a curriculum change is based on new Pennsylvania Department of Education requirements for Secondary Teaching Licensing as well as a recognized need for the improvement of the Professional Education Sequence within the program.

The Pennsylvania Department of Education recently stipulated that Secondary Teaching licenses will only be issued to those students that have completed a minimum of 270 Contact Hours of Instruction dealing with Special Education as well as a minimum of 90 Contact Hours of Instruction dealing with English Language Learners (E.L.L.) within their licensure programs. While these requirements are already met to some extent by the existing courses, it is necessary to incorporate EDEX 323 into the program to reach the total number of required contact hours.

The second addition, CHSS 342, will serve as an enhancement to the existing licensure program, particular to Social Studies. As the Social Studies Education Program encompasses numerous disciplines (Anthropology, Communication, Economics, Geography, History, Political Science, Psychology, Sociology) it has proven a challenge to provide students with sufficient opportunities to work in these fields in an effective time-frame. With calls by the Pennsylvania Department of Education for an increased emphasis on instruction dealing with special needs and English Language Learners, EDEX 323 was added to the curriculum. Credits for this addition were granted by the PASSHE system to accommodate this coursework.

In recognition of the need for extra courses to meet the new requirements, PASSHE is now allowing programs to exceed the previous limit on total degree requirements of 120 credits by 3 credits. Both courses, EDEX 323 and CHSS 342, could, therefore, be added to the Social Studies Education Program in all tracks uniformly.

The sentence “To be licensed to teach History, Geography, Economics, Civics, and Government, Social Studies Education/Economics Track majors must apply for Citizenship Education certification” was deleted from the footnotes as unnecessary. It is implicit in the first part of this footnote and in its new form conforms to the terminology used in the other Social Studies Education Programs.

The term “Citizenship Education” in the footnotes was changed to “Social Studies Education” to conform the program description to the current usage at IUP.

Part III: Implementation

1. How will the proposed revision affect students already in the existing program?

There will be no effect on students already in the three-step process of teacher certification. These students will be grandfathered and likely have completed their coursework before the revision is in the catalog. Students entering this process will be notified of the potential changes in the program curriculum and advised accordingly.

2. Are faculty resources adequate?

Faculty resources are adequate. As this course is taught in conjunction with the EDUC 242/ EDUC 342 courses, no additional faculty is required. Traditionally, the faculty member teaching these courses has been permanently 1 credit under-load. The addition of this course would simply align credit allocation with reality.

3. Are other resources adequate? (Space, equipment, supplies, travel funds)

Resources are adequate.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

It is expected that the program will not be impacted because of these changes.

Part IV: Periodic Assessment

Departments are responsible for an ongoing review of curriculum. Include information about the plan for program evaluation.

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation.

There are several measures used as formative and summative data to evaluate the revised program's effectiveness. These include: 1) student course evaluation data, 2) formal and informal meetings of SSED program faculty 3) periodic KARS assessments 4) NCATE / NCSS accreditation

2. Specify the frequency of the evaluations

Data will be collected and analyzed semi-annually. Student course evaluation data will be collected and analyzed semi-annually. It will be used by program faculty in the decision making progress during meetings and retreats in which curricular issues are discussed and resolved. Program faculty will meet semi-annually and as needed. State and national accreditation cycles determine the frequency of those assessments.

3. Identify the evaluating entity

The evaluating entity would be the Social Studies Education Program Faculty. Periodic accreditation reviews are conducted by the corresponding accreditation boards.

Dr. Karatjas:

I am writing in support of the Social Science Education-Economics Track proposal which includes EDEX 323 Instruction of English Language Learners with Special Needs as a required course in the teacher certification program. By including this course in your curriculum your program adds significant special education and English Language Learning content into your program. The faculty in the Department of Special Education and Clinical Services looks forward to working with your students on the addition of this new and exciting course in your program.

Joseph Domaracki
Chairperson,
Department of Special Education and Clinical Services