

LSC Use Only Proposal No: \_\_\_\_\_ LSC Action-Date: \_\_\_\_\_  
 UWUCC Use Only Proposal No: 12-116 UWUCC Action-Date: App-4/9/13 Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <b>Special Education</b>	Phone <b>357-5679</b>

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

**1. Course Proposals (check all that apply)**

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change       Program Revision       Program Title Change       New Track  
 New Degree Program       New Minor Program       Liberal Studies Requirement Changes       Other

Current program name: Dual Certification–Special Education Grades 7-12 for Secondary Education Majors

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Joann M Migyanka</i>	<u>2-25-13</u>
Department Chairperson(s)	<i>Doune Baker</i>	<u>2/25/13</u>
College Curriculum Committee Chair	<i>Edith Reilly, DECC Curr. Chair</i>	<u>3/25/13</u>
College Dean	<i>Edward Nardi</i>	<u>3/27/13</u>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)	<i>Therese S. Moerland (inv)</i>	<u>4/2/13</u>
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schrist</i>	



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 Liberal Studies

## **Part II            Description of Curriculum Change**

### **1. Catalog Description**

*No change* made to the following program/track description

#### **Dual Certification–Special Education Grades 7-12 for Secondary Education Majors**

Students majoring in a Secondary Education field may complete academic requirements for certification in Special Education Grades 7-12 by completing the following requirements. Students are advised that completion of requirements for a second certification may take up to three additional semesters.

### **2. Summary of Changes:**

- a. EDUC 342 is changed from two (2) credits requiring two separate experiences to one (1) credit for one experience.
- b. EDUC 421 Student teaching in Special Education for six (6) credits has been added to meet the certification requirements outlined in the Pennsylvania Department of Education (PDE) guidelines (see rationale for change). This is not a new course. It is in existence and active.
- c. The above revisions will result in the total credits for this track going from 25 credits to 30 credits.

**Comparison table**

<b>Current Catalog Description</b>	<b>Proposed Changes</b>
<p><b>Dual Certification–Special Education Grades 7-12 for Secondary Education Majors (1, 2, 3)</b> <span style="float: right;"><b>25 cr</b></span></p> <p>EDEX 111 Introduction to Exceptional Persons 3cr            EDEX 221 Methods of Teaching Mathematics to Secondary Students with Disabilities 2cr            EDEX 222 Secondary Reading Methods for Learners with Disabilities 2cr            EDEX 340 Behavior Management in Special Education 3cr</p> <p><b>Courses to be taken after successful completion of Step 1:</b>            EDEX 435 Methods and Curriculum: Severe and Profound 3cr            EDEX 440 Ethical and Professional Behaviors for Secondary Teachers 1cr            EDEX 458 Transition for Youth with Disabilities 3cr            EDEX 469 Education of Persons with Emotional Disabilities/Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury 3cr            EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities/Physical Disabilities/Multiple Disabilities 3cr            EDUC 342 Pre-student Teaching Clinical Experience II 2cr (4)</p> <p>(1) In addition to these 25cr, students should also take EDEX 323, a 2cr course in the student’s major program.            (2) Students are asked to declare their intent to add a second certification upon matriculation so that they may substitute EDEX 103 for COMM 103 for specific technology content.            (3) The addition of EDEX 103 and 323 to the list identified above will bring the Special Education credit total to 29.            (4) EDUC 342 would be taken twice in two different summers—once at Pace and once at IUP. Arrangements could also be made to use other ESY programs such as Sunrise School, Milestones, and/or a number of other programs near and far. In fact, a lot of this program could be easily integrated into the candidate’s major program.</p>	<p><b>Dual Certification–Special Education Grades 7-12 for Secondary Education Majors</b> <span style="float: right;"><b>30 cr</b></span></p> <p>EDEX 111 Introduction to Exceptional Persons 3cr            EDEX 221 Methods of Teaching Mathematics to Secondary Students with Disabilities 2cr            EDEX 222 Secondary Reading Methods for Learners with Disabilities 2cr            EDEX 340 Behavior Management in Special Education 3cr</p> <p><b>Courses to be taken after successful completion of Step 1:</b>            EDEX 435 Methods and Curriculum: Severe and Profound 3cr            EDEX 440 Ethical and Professional Behaviors for Secondary Teachers 1cr            EDEX 458 Transition for Youth with Disabilities 3cr            EDEX 469 Education of Persons with Emotional Disabilities/Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury 3cr            EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities/Physical Disabilities/Multiple Disabilities 3cr            EDUC 342 Pre-student Teaching Clinical Experience II (1) 1cr            EDUC 421 Student Teaching (2) 6cr</p> <p><b>(1) EDUC 342 could be taken in summer-Arrangements could be made to use ESY programs such as IUP, PACE, Sunrise School, Milestones, and/or a number of other programs near and far. In fact, a lot of this program could be easily integrated into the candidate’s major program.</b>  <b>(2) EDUC 421 – A 6-week placement under the supervision of a certified Special Education teacher. Arrangements for this experience will be made among the student teaching coordinators of the student’s major, Special Education and the teacher education office.</b></p>

### 3. Rationale for change

- a. Rational for EDUC 342 - Pennsylvania issues certification in Special Education as a generalist (non-categorical). Certified teachers should be qualified to teach all students with special needs within all ranges of severity. The 342 pre-student teaching field placement is designed to give teacher candidates exposure and experience with students who have more complex or severe needs.  
Students have done this in the past. It does show on the transcript as two separate EDUC 342 grades
- b. Rationale for EDUC 421 – This field placement was added to meet the inclusive setting requirements and the six-week student teaching experience under the supervision of a certified Special Education teacher.

#### *PDE Guidelines Types of Field Experiences and Student Teaching*

*A minimum of six weeks of the student teaching experience shall be under the supervision of a certified Special Education teacher.*

- c. PDE requires a minimum of 30 credits for certification

### Part III Implementation

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

No students are currently enrolled in the 7-12 Special Education track. In the process of beginning to offer courses and formally accepting students into this track, it was immediately noticed that this revision needed to be made to meet PDE requirements; Therefore the department delayed accepting students into the tack pending Senate approval of this track revision.

Students who are already in existing programs such as those students pursuing a special education minor or those students completing the old special education N-12 certifications within the department will not be affected by the track revision.

#### 2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty.

Current faculty resources are adequate. The EDEX program hired an additional faculty member in 2011-2012 and is currently conducting a search in 2012-2013. In addition, the courses are already being offered for the Disability Services Program and students who have or will finish the Special Education Minor.

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

All other 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 anticipated that interest in this program will result in an increase in the number of students enrolling in the department courses. However, with the PDE changes eliminating students majoring in Special Education only, it is likely that the number of students will balance to current enrollments. Should the department see the need, additional sections of the courses contained within and shared by this program will be added.

**Part IV. Periodic Assessment**

Departments are responsible for an on-going review of curriculum. Include information about the department's plan for program evaluation:

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

The program will utilize the Key Assessment Rating System (KARS) to evaluate each of the courses each semester of delivery. Student achievement on the key assessments assigned for each course will be utilized to determine effectiveness in meeting course outcomes. In addition, the program will be evaluated by PDE and NCATE on a regularly scheduled cycle. Students will be surveyed at the completion of their programs as recommended by PDE to determine whether program preparation has been adequate for the assigned field requirements.

**2. Specify the frequency of the evaluations.**

NCATE accreditation occurs on a five year cycle. The most recent NCATE review was conducted in 2011. The state level review cycle is not established. KARS data is reviewed annually.

**3. Identify the evaluating entity.**

NCATE will provide the national accreditation overarching CEC the Professional Specialty Organization for the track involved in this program revision proposal. PDE will provide the state level review of the program.

**Part V. Course Proposals**

No new course proposals are required for this revision. The added EDUC 441 is an existing course.

**Part VI. Letters of Support or Acknowledgement**

No letters of support are needed.