

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-29	Apr 4/5/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Joseph Domaracki	Email Address jwdomara@iup.edu
Proposing Department/Unit Special Education and Clinical Services – Education of Exceptional Persons program	Phone X72450

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)

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

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
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2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women’s Studies, Pan-African)
 This course is also proposed as an Honors College Course.

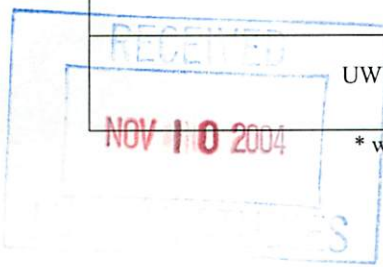
3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track

<i>Current program name</i>	<i>Education of Exceptional Persons</i>
	<i>Proposed program name, if changing</i>

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	<i>10-5-04</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>10-5-04</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>10-25-04</i>
College Dean	<i>[Signature]</i>	<i>10-25-04</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schust</i>	<i>4-5-05</i>

* where applicable



Part II. Description of Curriculum Change

1a. Catalog Description of New Minor

Completion of the minor in Education of Exceptional Persons will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings and transition planning.

The minor in Education of Exceptional Persons is an 18-semester hour program with 3 required semester hours and 15 elective semester hours. The required semester hours are met through enrollment in EDEX 111 Introduction to Exceptional Children. This course will provide essential information regarding IDEA (PL 105-17) as well as an overview of the field of Special Education thus allowing the minor candidate to select a more focused area of concentration.

This minor would be of interest to Sociology, Psychology, Child Development and Family Relations, Criminology and Secondary Education majors who are interested in interacting or working with individuals with disabilities. This minor can also provide a foundation of study for the pursuit of teacher certification in Special Education at the post baccalaureate or graduate levels.

1b. List of Courses and Credits for the Minor

Minor: Education of Exceptional Persons 18

Required Course: 3

EDEX 111 Introduction to Exceptional Persons 3cr

Controlled Electives: 15

EDEX 112 Typical and Atypical Growth and Development 3cr

EDEX 340 Behavior Management in Special Education 3cr

EDEX 415 Preschool Education for Children with Disabilities 3cr

EDEX 416 Education of Persons with Emotional or Behavioral Disorders 3cr

EDEX 417 Education of Persons with Mental Retardation & Developmental Disabilities 3cr

EDEX 418 Education of Persons with Physical and/or Multiple Disabilities 3cr

EDEX 419 Educations of Persons with Brain Injury or Learning Disabilities 3cr

EDEX 460 Family Perspectives on Disability 3cr

Total Requirements: 18

2. Detailed Description of the Minor

The minor in Education of Exceptional Persons will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings and transition planning. The minor in Education of Exceptional Persons is an 18-semester hour program with 3 required semester hours and 15 elective semester hours. The required semester hours are met through enrollment in EDEX 111 Introduction to Exceptional Children. This course will provide essential information regarding IDEA (PL 105-17) as well as an overview of the field of Special Education thus allowing the minor candidate to select a more focused area of concentration.

Credit Requirements

Students will complete 18 credits in controlled EDEX courses. The only course required for the minor will be EDEX 111 Introduction to Exceptional Persons.

Rationale/Justification

Professionals from disciplines other than education are in need of current information regarding individuals with disabilities and disabilities law to enable them to work more effectively with individuals with disabilities in a broad range of settings. Currently there is a dearth of courses within the university curricular offerings that facilitate the acquisition of skills and knowledge related to persons with disabilities. Students in disciplines such as Sociology, Psychology, Child Development and Family Relations, Criminology and Secondary Education who are interested in or may be required to interact/work with individuals experiencing disabilities would clearly benefit from the skills and knowledge gained from this minor track of studies. This minor can also provide a foundation of study for the pursuit of teacher certification in Special Education at the post baccalaureate or graduate levels.

Sequencing/Restrictions

Students in the minor in Education of Exceptional Students must have a cumulative GPA of not less than a 2.75. Only students who have officially declared an Education of Exceptional Persons minor will be able to schedule the designated courses. The only requirement for sequencing is that EDEX must be the first course taken in the minor.

EDEX 111	Introduction to Exceptional Persons	F/Sp
EDEX 112	Typical and Atypical Growth and Development	F/Sp
EDEX 340	Behavior Management in Special Education	F
EDEX 415	Preschool Education for Children with Disabilities	Sp
EDEX 416	Education of Persons with Emotional or Behavioral Disorders	F/Sp/S
EDEX 417	Education of Persons with Mental Retardation & Developmental Disabilities	F/Sp/S
EDEX 418	Education of Persons with Physical and/or Multiple Disabilities	F/Sp/S
EDEX 419	Educations of Persons with Brain Injury or Learning Disabilities	F/Sp/S
EDEX 460	Family Perspectives on Disability	S

Part III. Implementation

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

There will be no effect on students already in the existing programs.

2. Are faculty resources adequate? If you are not requesting or have been authorized to hire additional faculty, demonstrate how these courses will fit into the schedule(s) of current faculty? What will be taught less frequently or in fewer sections to make this possible?

Faculty resources are currently adequate. Courses offered within this minor are courses that are routinely scheduled in the EDEX program. There should be no need to change or modify existing course offering patterns for courses in the new minor. The frequency or number of sections of courses to be offered in EDEX program will not be immediately impacted by the new minor.

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

Currently, other resources are adequate. Should department programs experience increased demand in course offerings because class size exceeds optimum limits and additional sections of selected courses are warranted, the availability of adequately equipped classroom space may become problematic.

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 this minor will be a popular curricular option for many students based on the reasons discussed above in Part II, #2, Rationale /Justification. Therefore, it would be expected that after a few semesters of existence the new minor could grow large enough to place increased demands on current course offering patterns. It is possible that certain courses in the new track may need to offer additional sections which could impact load in the EDEX program (six courses). This could result in the need for additional complement to meet the increased demand.

5. Intended implementation date (Semester and year)

The department would like the new minor to go into effect with the fall semester 2005. The new minor will be open to all exiting IUP students and to all incoming freshman for the 2005-2006 academic year.

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 will be several measures used as formative and summative data to evaluate the new minor's effectiveness. These will include: 1). student course evaluation data, and 2). survey data of new minor completers satisfaction with their minor coursework.

2. Specify the frequency of the valuations.

Data will be collected and analyzed semi-annually, annually and bi-annually. Student course evaluation data and intern exit interview data will be collected and analyzed

semi-annually. It will be used by program faculty in the decision making process during annual program retreats in which curricular issues are discussed and resolved.

3. Identify the evaluating entity.

The evaluating entity would be the Education of Exceptional Persons Program Curriculum Committee, the Department of Special Education and Clinical Services faculty.

Subject: Re: EDEX minor
From: "Alex Heckert" <aheckert@iup.edu>
Date: Wed, 6 Oct 2004 12:50:59 -0400
To: "Joseph W. Domaracki" <jwdomara@iup.edu>
CC: <kbonach@iup.edu>

Joe,

This e-mail is to express our support for the minor in Education of Exceptional Persons that your department is developing. In fact, as part of a collaborative effort with your department, we are developing a major and a minor in Disability Services. The department of Sociology plans to recommend your new minor as an appropriate minor for students who major in our proposed Disability Services major track. In addition, we will be proposing a Disability Services controlled minor. Our understanding is that when you develop a major in Disability Services, you will recommend to your students that they take the Sociology Disability Services minor. Thank you for the opportunity to develop this collaboration, which should serve students well.

Sincerely,

Alex Heckert
Chair
Department of Sociology

Subject: Re: EDEX Minor
From: "Mary Lou Zanich" <mlzanich@iup.edu>
Date: Wed, 6 Oct 2004 13:15:06 -0400
To: "Joseph W. Domaracki" <jwdomara@iup.edu>

Dr. Domaracki,

I have reviewed your proposal for a minor in Education of Exceptional Persons. I would think the interest of many of our psychology majors in such a minor program would be quite high. Many of our students graduate with their B.A. degree and immediately begin working in some type of community mental health facility. Many of them express an interest in working with children while they are still here; for these students, Child Development and Family Relations is a common minor. These students have definite interests in child clinical psychology. I am sure that many of them would find your program to be of great help in better preparing them to deal with the clients they will encounter in community mental health placements. I am pleased that we will be able to offer our students another option for enhancing their training.

Mary Lou Zanich

Mary Lou Zanich, Ph.D.
Professor and Chair
Psychology Department
IUP
101 Uhler Hall
Indiana, PA 15705

Phone: 724-357-2426
FAX: 724-357-2214

----- Original Message -----

From: Joseph W. Domaracki
To: mlzanich@iup.edu
Sent: Wednesday, October 06, 2004 12:56 PM
Subject: EDEX Minor

Mary Lou,

The Education of Exceptional Person Program is interested in proposing a minor track of studies in Education of Exceptional Persons. Completion of the minor in Education of Exceptional Persons will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings and transition planning.

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program with 3 required semester hours and 15 elective semester hours. The required semester hours are met through enrollment in EDEX 111 Introduction to Exceptional Children. This course will provide essential information regarding IDEA (PL 105-17) as well as an overview of the field of Special Education thus allowing the minor candidate to select a more focused area of concentration. The remaining courses that could be selected include:

EDEX 112 Typical and Atypical Growth and Development

EDEX 340 Behavior Management in Special Education

EDEX 415 Preschool Education for Children with Disabilities

EDEX 416 Education of Persons with Emotional or Behavioral Disorders

EDEX 417 Education of Persons with Mental Retardation & Developmental Disabilities

EDEX 418 Education of Persons with Physical and/or Multiple Disabilities

EDEX 419 Education of Persons with Brain Injury or Learning Disabilities

EDEX 460 Family Perspectives on Disability

If you feel that this minor is something that your Psychology students would be interested in, or benefit from, could you please send an e-mail response indicating your support for our proposal. Thank you

Joe Domaracki

Chairperson,

Special Education and Clinical Services

Subject: Re: EDEX Minor
From: "Dr. Mary E. Swinker" <swinker@iup.edu>
Date: Thu, 7 Oct 2004 14:10:35 -0400
To: "Joseph W. Domaracki" <jwdomara@iup.edu>

Joe,

The Child Development & Family Relations faculty feel that this is a very relevant minor for our students. Many of our students already take the Preschool Ed for Children with Disabilities course. We give our full support to your proposal.

Mary E. Swinker
Chairperson
Human Development & Environmental Studies

----- Original Message -----

From: "Joseph W. Domaracki" <jwdomara@iup.edu>
To: <Swinker@iup.edu>
Sent: Thursday, October 07, 2004 11:45 AM
Subject: EDEX Minor

Mary,

The Education of Exceptional Person Program is interested in proposing a minor track of studies in Education of Exceptional Persons. Completion of the minor in Education of Exceptional Persons will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings and transition planning.

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If you feel that this minor is something that your Child Development/Family Relations students would be interested in, or benefit from, could you please send an e-mail response indicating your support for our proposal. Thank you

Joe Domaracki
Chairperson,
Special Education and Clinical Services

Subject: EDEX Minor
From: "Dennis Giever" <dgiever@iup.edu>
Date: Wed, 27 Oct 2004 08:21:39 -0400
To: <jwdomara@iup.edu>

Joe,

I would like to offer my full support for your proposed minor track of studies in Education of Exceptional Persons. As you may know, the department of criminology now requires a minor of all our majors. Your proposed program is a perfect example of the types of programs we will be recommending to our students. We are hoping that they will gain skills and understanding in areas that will be a benefit to them as they work in the criminal justice field (as your program could do), as well as provide them with a needed credential to help them as they seek employment in the fields of criminology and criminal justice. Once the program is approved, please let us know so we can provide information to our students.

Thanks,
Dennis

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Dennis Giever, Ph.D.
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