

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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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)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
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 checked="" type="checkbox"/> XXX Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
Disability Services Program		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
	Date	
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	<i>1-15-07</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>1-05-07</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>2-5-07</i>
College Dean	<i>May Ann Rajeth</i>	<i>2-5-07</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
Received UWUCC Co-Chairs	<i>Gail Sechiest</i>	<i>4-17-07</i>

FEB - 8 2007 * where applicable

1b. List of Courses and Credits for the Revised Program
Bachelor of Science
Disability Services

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **48**
Mathematics: 3 credits
Social Sciences: PSYC 101, SOC 151
Liberal Studies Electives: No course with EDEX, EDHL, SPLP, ELED, or ECED prefixes

Major: **46**

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3cr
EDEX 112	Typical and Atypical Growth and Development	3cr
EDHL 114	Introduction to Deaf & Hard-of-Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	1cr
SPLP 254	Classroom Management of Language Disorders	3cr
EDEX 222	Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 415	Preschool Education for Children with Disabilities	3cr
EDEX 458	Vocational Preparation and Transition for Youth with Disabilities	3cr
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478	Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities	3cr
EDEX 460	Family Perspectives on Disability	3cr
EDEX 493	Internship/Field Training	12cr

Other Requirements: **29**

Professional Sequence:

EDEX 103	Special Education Technology or	
COMM 103	Digital Instructional Technology	3cr
EDSP 102	Educational Psychology	3cr

Free Electives: (1) **23**

Students may use these 23 credits toward study of a minor discipline and/or as free electives.

Total Degree Requirements: **120**

(1) It is recommended that students pursue minor studies in one of the following minor tracks:

Sociology	18 credits
Educational Psychology	15 credits
Psychology	18 credits
Child Development/Family Relations	18 credits

2. Summary of Changes

2a. Table Comparing Current and Program

Bachelor of Science

Disability Services

Current Program

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: 3 cr. Social Sciences: PSYC 101, SOC 151 Liberal Studies Electives: No course with EDEX, EDHL, SPLP, ELED, or ECED prefixes	48
Major:	43
Required Courses:	
EDEX 111 Introduction to Exceptional Persons	3cr
EDEX 112 Typical and Atypical Growth and Development	3cr
EDEX 222 Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 340 Introduction to Behavior Management in Special Education	3cr
EDEX 415 Preschool Education for Children with Disabilities	3cr
EDEX 460 Family Perspectives on Disability	3cr
EDEX 493 Internship/Field Training	12cr
EDHL 114 Introductions to Deaf & Hard-of-Hearing Persons	3cr
EDHL 115 Introduction to American Sign Language	1cr
SPLP 254 Classroom Management of Language Disorders	3cr
Two of the following four courses:	
EDEX 416 Education of Persons with Emotional or Behavioral Disorders	3cr
EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities	3cr
EDEX 418 Educations of Persons with Physical or Multiple Disabilities	3cr
EDEX 419 Educations of Persons with Brain Injuries or Learning Disabilities	3cr
Other Requirements:	29
Professional Sequence:	6
EDEX 103 Special Education Technology or	
COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr
Free Electives: (1)	23
Students may use these 23 credits toward study of a minor discipline and/or as free electives.	
<hr/> Total Degree Requirements:	<hr/> 120

(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child Development/Family Relations, Deaf Studies, Educational Psychology, Psychology OR Sociology

Bachelor of Science

Disability Services

Proposed Program:

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: Mathematics: 3 cr Social Sciences: PSYC 101, SOC 151 Liberal Studies Electives: No course with EDEX, EDHL, SPLP, ELED, or ECED prefixes	48
Major:	46
Required Courses:	
EDEX 111 Introduction to Exceptional Persons	3cr
EDEX 112 Typical and Atypical Growth and Development	3cr
EDHL 114 Introductions to Deaf & Hard-of-Hearing Persons	3cr
EDHL 115 Introduction to American Sign Language	1cr
SPLP 254 Classroom Management of Language Disorders	3cr
EDEX 222 Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 340 Introduction to Behavior Management in Special Education	3cr
EDEX 415 Preschool Education for Children with Disabilities	3cr
EDEX 458 Vocational Preparation and Transition for Youth with Disabilities	3cr
EDEX 460 Family Perspectives on Disability	3cr
EDEX 469 Education of Persons with Emotional/ Behavioral Disorders, Learning Disabilities or Brain Injury	3cr
EDEX 478 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities	3cr
EDEX 493 Internship/Field Training	12cr
Other Requirements:	26
Professional Sequence:	6
EDEX 103 Special Education Technology or	
COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3cr
Free Electives: (1)	20
Students may use these 20 credits toward study of a minor discipline and/or as free electives.	
<hr/> Total Degree Requirements:	<hr/> 120

(1) It is recommended that students pursue minor studies in one of the following minor tracks: Child and Family Studies (18cr), Deaf Studies (18cr), Education Psychology (15cr), Psychology (18cr), or Sociology (18cr).

2b. List of Associated Course Changes

There are several course changes that are involved in this revision. See the attached necessary Course Proposals:

The four following characteristics courses will be deleted from the major requirements of the program.

- EDEX 416 Education of Persons with Emotional or Behavioral Disorders
- EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities
- EDEX 418 Education of Persons with Physical or Multiple Disabilities
- EDEX 419 Education of Persons with Brain Injuries or Learning Disabilities

The following two new characteristics courses will be added to the major requirements of the program.

- EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury – New Course proposal – To be required in the proposed program.
- EDEX478 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities – New Course Proposal - To be required in the proposed program

The following, newly designated dual level, content course will be added to the major requirements of the program.

- EDEX 451 Vocational Preparation and Transition for Youth with Disabilities - Dual Level Proposal

3. Rationale for Change

The reason the Disability Services Program is undergoing a curriculum change is directly related to the changes being made in the Education of Exceptional Persons Program. Because the four characteristics courses (EDEX 416, EDEX 417, EDEX 418 and EDEX 419) currently in the Education of Exceptional Persons Program curriculum are being blended into two characteristics courses, EDEX 469 and EDEX 478, the Disability Services Program curriculum must, in turn, be adjusted.

The adjustment will be to eliminate the current student option of selecting two of the four characteristics courses (EDEX 416, EDEX 417, EDEX 418 or EDEX 419) and to require students to take the two new characteristics courses (EDEX 469 and EDEX 478). On one hand this new requirement does eliminate some flexibility, or student choice, in the major curriculum. On the other hand, however, the addition of the two new characteristics course will provide students with a greater breadth and depth of information and expanded knowledge bases because of the infusion of content across a broader array of disabilities.

Additionally, the re-designated EDEX 451/751 Vocational Preparation and Transition course will be added as a new course requirement. The addition of this course will enhance the curriculum significantly providing Disability Services majors with critical information related to transition planning and vocational preparation.

Transition planning is a life span activity. Transition planning begins when a child is two years old preparing for pre-school and continues throughout the school years culminating with transition to work. Many Disability Services majors will work in Group Homes, Sheltered Workshops, as MH/MR or CYS case managers, as Early Intervention Specialists, or in schools as instructional assistants or as job coaches. Having a solid understanding of the IDEA requirements for Transition Planning, the relationship of the Transition Plan to the Individualized Education Plan, the role of the family and the individual in the transition planning process, and the role of adult agencies in the transition planning process is critical. EDEX 451 will provide this much needed content to the curriculum.

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 program. Students already in the program have been notified of the potential changes in the program curriculum and have been advised accordingly.

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 program 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 program. The frequency or number of sections of courses to be offered will not be impacted by the new program.

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

Currently, 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 negatively or positively because of the changes.

5. Intended implementation date (Semester and year)

The department would like the revised program to go into effect with the fall semester 2007.

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 revised program's effectiveness. These will include: 1). student course evaluation data, 2). survey data of revised program completers employment status and satisfaction with their undergraduate training, 3). survey data of employer satisfaction with program completers, and 4). exit interview data from student interns prior to graduation. The data will be used to inform changes in program objectives, student outcomes and key assessments which are currently in development.

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. Collection and analysis of survey data on program completers employment status and satisfaction with their undergraduate program and collection and analysis of survey data on employer satisfaction with program completers will be done bi-annually.

3. Identify the evaluating entity.

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