

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-78b	App-4/5/11	App 4/19/11

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"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other		
Education of Exceptional Persons - Minor		Special Education
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	
Department Chair(s)	<i>Joseph Domaracki</i>	
College Curriculum Committee Chair	<i>Jay Stutz</i>	3/15/11
College Dean	<i>Mary Ann Kafath</i>	3.16.11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4-7-11 Received

* where applicable

Part II. Description of Curriculum Change

1a. Catalog Description of Revised Minor

Completion of the minor in Special Education 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 Special Education 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. To be accepted into the minor a student must have a minimum 2.5 cumulative GPA.

1b. List of Courses and Credits for the Minor

Current Program

Minor: Special Education 18

Required Course: 3

EDEX 111 Introduction to Exceptional Persons 3cr

Controlled Electives: (Select five of the following courses) 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 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

Total Requirements: 18

Revised Program

Minor: Special Education 18

Required Course: 3

EDEX 111 Introduction to Exceptional Persons 3cr

Controlled Electives: (Select five of the following courses) 15

EDEX 340 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

Total Requirements: 18

2b. List of Associated Course Changes

There are two changes that are involved in this revision:

The following course will be deleted from the controlled electives of the program.

- EDEX 112 Typical and Atypical Growth and Development

The following course will replace EDEX 111 Introduction to Exceptional Persons.

- EDEX 110 will remain unchanged.*
- EDEX 110 Introduction to Exceptional Persons is currently in proposal form (number and prerequisite change) and in the hands of the UWUCC. The new EDEX 110 version of this course is to replace the old EDEX 111 version in the minor.

3. Rationale for Change

The reason the Special Education Minor is undergoing a curriculum change is directly related to the changes that have occurred in the Education of Exceptional Persons Program. As a result of Pennsylvania Department of Education changes in certification guidelines the Education of Exceptional Persons Program is collaborating with the Early Childhood Education Program in the Professional Studies in Education Department to collaboratively offer an Early Childhood/Special Education Dual Certification Program.

In creating the new curriculum for the Early Childhood/Special Education Dual Certification Program EDEX 112 has been undergone a prefix change and a significant revision in content to more accurately reflect an early childhood focus and is now ECSP 112. Because of this change EDEX 112 is now only needed by the Disability Services Program and the Special Education minor. The combined number of students in these two programs and the increased demand from the ECSP program curriculum on Special Education faculty do not justify spending valuable complement maintaining a duplicate course within the department for a small number of students.

Deleting EDEX 112 from the Special Education minor will not impact the ability of students currently enrolled in the minor from completing the minor requirements and will not negatively impact the quality of the minor curriculum. The deletion of EDEX 112 will only reduce the list of controlled electives from seven to six.

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.

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 ECSP and Disability Services programs. There should be no need to change or modify existing course offering patterns for existing courses in the minor.

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

Current 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?

No increase or decrease in the number of students interested in the minor is expected.

5. Intended implementation date (Semester and year)

The department would like the revised minor and minor name change to go into effect with the Fall semester 2011.

Part IV. Periodic Assessment

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. 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 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.