

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-146	App-10/25/11	App-11/08/11

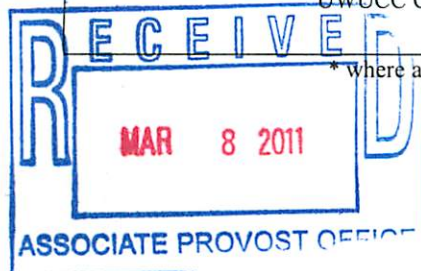
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Special Education and Clinical Services	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		
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
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 ☐ Other ☐ New Minor Program ☒ New Track		
<u>Current program name</u>		<u>Special Education - Grade 7-12 Certification</u>
<u>Proposed program name, if changing</u>		
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	Date 1-31-11
Department Chair(s)	<i>Joseph Domaracki</i>	1-31-11
College Curriculum Committee Chair	<i>Joseph Domaracki</i> TECC	3-1-11
College Dean	<i>Mary Ann Rappelt</i>	3-3-11
Director of Liberal Studies *		
Director of Honors College *		
Provost *	<i>Gail S. Sechrist</i>	3/5/11
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Sechrist</i>	10/25/11

* where applicable



Received
MAR 8 2011
Liberal Studies

Part II Description of Curriculum Change

1. Catalog Description

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.

Dual Certification – Special Education Grades 7-12 for Secondary Education Majors (1, 2, 3)

EDEX 111	Introduction to Exceptional Persons	3crs
EDEX 221	Methods of Teaching Mathematics to Secondary Students with Disabilities	2crs
EDEX 222	Secondary Reading Methods for Learners with Disabilities	2crs
EDEX 340	Behavior Management in Special Education	3crs

After Step 1

EDEX 435	Methods and Curriculum: Severe and Profound	3crs
EDEX 440	Ethical and Professional Behaviors for Secondary Teachers	1cr
EDEX 458	Transition for Youth with Disabilities	3crs
EDEX 469	Education of Persons with Emotional Disabilities/ Behavioral Disabilities/Learning Disabilities/Traumatic Brain Injury	3crs
EDEX 478	Education of Persons with Mental Retardation/ Developmental Disabilities/Physical Disabilities/ Multiple Disabilities	3crs
EDUC 342	Pre-student Teaching Clinical Experience II (4)	<u>2crs</u> 25crs

- (1) In addition to these 25crs students should also take EDEX 323 English Language Learners with Special Needs 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 EDEX 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.

3. Justification/Rationale

The proposed track is a response to the Pennsylvania Department of Education's mandate for realignment of certification as well as to respond to the demands of school districts for special educators and to meet the demands for highly qualified teachers under the No Child Left Behind legislation and PDE requirements for Highly Qualified content area certifications.

The Pennsylvania Department of Education (PDE) has changed the certification process for special education teachers. The change is twofold. First, the Special Education certificate will no longer be issued as a K-12 certification. PDE has split the Special Education certification into two distinct certificates – Pre-K through Grade 8 and Grades 7 through 12. Second, Special Education is no longer to be issued as a stand-alone certification. The Special Education certification must be an add-on certificate to a primary certification in early childhood, middle level, reading specialist or a secondary content area.

In response to this change a Special Education Grades 7-12 Certification Track is proposed to be paired with any Secondary Education certification program. Upon completion of the Special Education Grades 7-12 Certification Track the successful candidate will be certified to teach students with all disabilities in grades 7-12. The proposed track is composed of 25 credits that, when combined with credits from the student's primary certification area (see Footnote 4), total to 29 credits. Courses in the Special Education Grades 7-12 Certification Track can be interwoven into students' program of studies and supplemented with summer program coursework. Requirements for completion of the 400 level courses within the track are the same as those required for Admission to Step 1 of Teacher Certification.

Part III Implementation

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

Students who are already in existing programs within the department will not be affected by the proposed track

2. Are faculty resources adequate? If you are not requesting or have not 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?

Current faculty resources will not be adequate. The EDEX program will require more FTE as program numbers increase. The COE-ET Dean is aware of this need and will assist with additional complement.

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 department courses. Adjustment to this increase in student interest will result in the scheduling more sections of the courses contained within and shared by this program.

4. Intended implementation date (semester and year).

We would like to have this track available for the Fall 2011 catalog.

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 proposed program will utilize the Key assessment Rating System (KARS) to evaluate each of its courses each semester of delivery. Student achievement on the key assessments designated for each course will be utilized to determine effectiveness in meeting the course outcomes.

Additionally, the proposed program will be evaluated for approval by PDE prior to any implementation following appropriate university review and approval. Once implemented, the program will be evaluated by PDE and NCATE on a regularly scheduled cycle. PDE will evaluate the program proposal to assure that it meets the guidelines recommended for new certifications. 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 next review will occur 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 major involved in this program revision proposal. PDE will provide the state level review of the program.