

Course Revision/Deletion Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

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Proposing Depart/Unit:	Special Education and Clinical Services	Phone:	724-357-3948

Course Revisions *(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only need to complete Category A information; if Category B need information in both A and B; For Category C, complete entire form):*

Category A: Course Prefix/Number Change Course Title Change Course Deletion

Category B: Catalog Description Change Modify Prerequisite(s)

Category C: Add Dual Level Add Liberal Studies *(Complete Template C)* Change in Class/Lab Hours
 Add Distance Education *(Complete Template E)* Add/Revise TECC *(Complete Template D)* Course Revision
 Credit Hour Change Other - Click here to enter text.

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APR 9 - 2015

UWUCC

Current Course Information		Proposed Changes	
Category A <i>(if not changed leave blank)</i>			
Current Prefix	EDEX	Proposed Prefix	Click here to enter text.
Current Number	231	Proposed Number	Click here to enter text.
Current Course Title	Methods of Teaching Content Area Subjects to Persons with Disabilities	Proposed Course Title	Click here to enter text.
Prerequisite(s)	EDEX111	Proposed Prerequisite(s)	Click here to enter text.
Category B <i>(if not changed leave blank)</i>			

Template B

<p>Current Catalog Description</p>	<p>Presents methods for teaching science and social studies to the mentally and/or physically handicapped. Scope and sequence of content, as well as evaluative techniques for each content area, are studied. Integration of other content areas and skill areas is stressed. Also stresses teaching in both resource room and less restrictive environments.</p>	<p>Proposed Catalog Description</p>	<p>Presents various ways of assessing student knowledge, and identifying and implementing evidence-based practices to increase the success of students with disabilities in social studies and Science in K - 12. Examines best practices for understanding and evaluating curricular demands, monitoring student progress, providing tiered supports and appropriate accommodations for promoting and enhancing content-area learning.</p>
<p>Category C <i>(if not changed leave blank)</i></p>			
<p>Current Course (Student Learning) Outcomes</p>	<p>A. Knowledge and understanding of the vocabulary and terminology of education in general and special education in particular;</p> <p>B. Knowledge and understanding of the etiology of the various exceptionalities, how their learning may be affected by their disability, and various educational and assessment approaches that may be employed in teaching in the content areas;</p> <p>C. Knowledge and understanding of what is included in the content areas;</p> <p>D. Knowledge and understanding of where enrichment materials may be available for teaching in the content areas, particularly in computer-assisted instruction;</p> <p>E. Knowledge and understanding of the learning needs of students who come from culturally diverse backgrounds and the importance of appreciating this diversity;</p>	<p>Proposed Course (Student Learning) Outcomes</p>	<ol style="list-style-type: none"> 1. Explain the importance of developing discipline-specific literacies, the connection to college and career ready standards, and identify the rationale for implementing with students with disabilities (CEC 1, 2, 3, & 5); 2. Knowledge and understanding of the etiology of the various exceptionalities, how their learning may be affected by their disability, and various educational and assessment approaches that may be employed in teaching in Science and Social Studies (CEC 1, 2, 3, 4 & 5); 3. Examine methods for assessing discipline-specific reading and writing skills, identify strengths and limitations, and formulate individualized goals that align with state and national standards (CEC 2, 3, 4 & 5); 4. Identify the continuum (e.g., most-to-least intensive) of instructional approaches that occur in content area classrooms (CEC 5);

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	<p>F. Knowledge and understanding of teaching by the unit method, the types of units, and their characteristics:</p> <p>G. Knowledge and understanding of writing and critiquing an experience unit scope and sequence outline.</p>		<p>5. Develop knowledge about comprehension strategies to use before, during, and after reading to build and activate background knowledge, interpret text structures, develop self-monitoring, and review and reflect on what has been read (CEC 3 & 5);</p> <p>6. Identify strategies and instructional methods for teaching discipline-specific vocabulary and content-related words and concepts (CEC 3 & 5);</p> <p>7. Identify various writing assignments/expectations (e.g., narrative, informative, & argumentation) and strategies and tools to facilitate effective writing among students with disabilities (CEC 1, 3, 4, 5, & 7);</p> <p>8. Identify instructional technologies that can be used in content classrooms to engage learner motivation, and enhance collaboration, interaction, content knowledge, and writing ability (CEC 1 & 5);</p> <p>9. Construct a detailed plan of action for progress monitoring and advancement toward annual goals (CEC 1, 4 & 7).</p>
<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<p>A. Vocabulary of Special Education: Understanding the Forms and Jargon</p> <p>B. Student Description and Learning Styles: Appreciation of Cultural Diversity</p> <p>C. Science: What to Teach & How to Assess</p>	<p>Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.)</i></p>	<p>A. An Introduction to Disciplinary Literacy in Science and Social Studies</p> <p>B. Developing a Plan for Instruction</p> <p>C. Universal Design for Learning (UDL) & Planning for Tiered Instruction (RTI)</p> <p>D. Developing Scientific Knowledge</p>

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	<p>D. Social Studies: What to Teach & How to Assess</p> <p>E. Description of Lesson Plan Sequence</p> <p>F. Overview of the Unit Method</p> <p>G. Education Resources for Science and Social Studies</p>		<p>E. Enhancing Students' Knowledge about the Past</p> <p>F. Writing Across the Curriculum</p> <p>G. Bolstering Instruction through Technology</p>
Rationale for Proposed Changes (All Categories)			
<p>Why is the course being revised/deleted:</p>	<p>Course revisions were made for several reasons. In particular, efforts to reform education have resulted in dramatic shifts in the field over the last decade. This includes the implementation of the Common Core State Standards and increased requirements for students to develop disciplinary literacy in content area subjects (i.e., social studies, math, and science). Although the former syllabus and approach to <i>Methods of Teaching Content Areas Subjects to Persons with Disabilities</i> addressed important issues in student learning, the proposed modifications align more with recent legislation and educational reform that has been adopted in Pennsylvania. Secondly, the Special Education and Clinical Services Department is working to increase the emphasis on pre-teacher candidates who wish to work with learners in middle and high school settings. The proposed changes to this course will support the Departments efforts to target this population of students.</p>		
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> - Program - Other programs - Students 	<p>As outlined above, given that the course was an existing part of the program, the proposed modifications will have a minimal impact on the overall program. However, for students who wish to earn a 7 - 12 special education certification, the course will provide needed course requirement/s.</p>		
<p>For Dual Listed Courses</p>	<p><i>List additional learning objectives for the higher-level course</i> Click here to enter text.</p>		
For Dean's Review			
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA 			
<p>Comments: Revisions align with recently adopted educational policy and address instructional needs students with disabilities will require to be successful in more rigorous instructional environment.</p>			