

11-13

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-70	Ap-9/27/11	App 10-11-11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Monte Tidwell	Email Address mtidwell@iup.edu
Proposing Department/Unit Professional Studies in Education	Phone 357-2651

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>
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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	☐ Other

<u>Current program name</u>	<u>Proposed program name, if changing</u>
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B.S. in Education-Early Childhood Education/Special Education Urban Track

4. Approvals

	Date
Department Curriculum Committee Chair(s)	Mary Ann Hambl 12/10/10
Department Chair(s)	Jennifer V. Rotigel 12/10/10
College Curriculum Committee Chair	Joseph Demaroch TECC 2-1-11
College Dean	Mary Ann Rafath 3-3-11
Director of Liberal Studies *	D. H. Probst 9/11/11
Director of Honors College *	
Provost *	Bob Stranlund 3/2/11
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	Gail Sedquist 9/27/11

Received

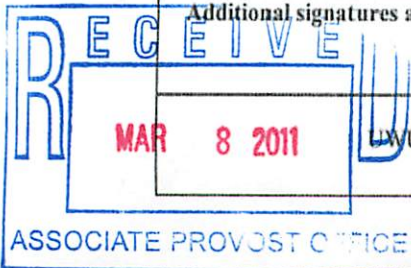
SEP 28 2011

Liberal Studies

Received

AUG 16 2011

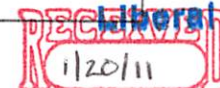
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M. Sunealitis

Part II. Description of Curriculum Change

1. Catalog Description for the Urban Track

Undergraduate Catalog 2010-2011

The **Urban Track**, within the Early Childhood/Special Education (ECSP) major offered by the Departments of Professional Studies in Education and Special Education and Clinical Services, prepares students for teaching in urban school districts especially in low-income communities with high minority enrollments where the need for high-quality teachers is great. Coursework and field experiences emphasize the historical, economic, political, and socioeconomic contexts of urban schools and seek to develop within future teachers the skills, knowledge-base and sensitivities for working with students whose backgrounds and life experiences often differ in significant ways from their own.

Bachelor of Science in Education–Early Childhood Education/ Special Education Urban Track (*)

Liberal Studies: As outlined in Liberal Studies section
with the following specifications:

46

Humanities: HIST 195

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, 104 (1)

Social Science: GEOG 101, 102, or 104, PSYC 101

Liberal Studies Electives: 3cr, MATH 152

College:

Preprofessional Education Sequence:

22

COMM 103 Digital Instructional Technology *or*

EDEX 103 Special Education Technology

3cr

EDSP 102 Educational Psychology

3cr

Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of
Educational Measures

3cr

EDUC 242 Pre-Student Teaching Clinical Experience I

1cr

EDUC 342 Pre-Student Teaching Clinical Experience II

1cr

EDUC 442 School Law

1cr

EDUC 461 Student Teaching

5cr

EDUC 471 Student Teaching

5cr

Major:

Required Courses: (2)

63

ECED 117 Family, Community and School Relationships in a Diverse
Society

2cr

ECED 200 Introduction to Early Childhood Education

3cr

ECED 221 Literature for the Young Child and Adolescent

3cr

ECED 250 Language Development

3cr

ECED 280 Maximizing Learning: Engaging All PreK to Grade 4 Learners

3cr

ECED 310 Science, Health, and Safety for All PreK-Grade 4 Learners

3cr

ECED 351 Literacy for the Emergent Reader PreK-Grade 1 Learners

3cr

ECED 411 Social Studies for All PreK to Grade 4 Learners

3cr

ECED 451	Literacy for the Developing Reader Grades 2-4 Learners	3cr
ECSP 112	Growth and Development: Typical and Atypical	3cr
ECSP 314	Creative Experiences and Play for All PreK to Grade 4 Learners	3cr
ECSP 340	Introduction to Classroom and Behavior Management for All PreK to Grade 4 Learners	3cr
ECSP 440	Professional Seminar: Teacher as Researcher and Advocates for All PreK to Grade 4 Learners	2cr
EDEX 110	Introduction to Exceptional Persons	3cr
EDEX 323	Instruction of English Language Learners with Special Needs	2cr
EDEX 425	Methods and Curriculum (Mild – Moderate Disabilities)	3cr
EDEX 435	Methods and Curriculum (Severe – Profound 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/Multiple Disabilities	3cr
ELED 313	Teaching Mathematics in the Elementary School	3cr
MATH 320	Mathematics for Early Childhood	3cr
Controlled Requirements:		6
FDED 440	Orientation to Teaching in Urban Centers	3cr
FDED 441	Field Experiences in Urban Centers	3cr

Total Degree Requirements: 137

- (*) See requirements leading to teacher certification, titled “3–Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.
- (1) This sequence of 10cr fulfills the Liberal Studies Natural Science requirement.
- (2) A 3.0 cumulative GPA is required to register in the teacher certification sequence courses.

b. Two courses are a vital part of the Urban Track: FDED 440 Orientation to Teaching in Urban Centers, and FDED 441 Field Experience in Urban Centers. Students in the Urban Track will be required to take both of these courses in order to have “Urban Track” appear on their transcripts. Additionally the Liberal Studies hours are being reduced from 50 to 46 to match the changes recently passed by Senate.

c. Rationale for Change

The National Association for the Accreditation of Teacher Education (NCATE) mandates that all teacher candidates have coursework and field experiences that expose them to diverse student populations in structured, positive settings. The Urban Track is an important diversity initiative within our College of Education and Educational Technology that allows our ECSP majors to specialize in urban teaching.

The Pennsylvania Department of Education has mandated that all teacher preparation programs change their certifications from K-6 certifications to PreK-4 and 4-8 certifications and to require Special Education certification to include a content area certification. This mandate has involved the Professional Studies in Education Department and the Special Education Department in creating a new curriculum in order to meet the guidelines for the new certification programs.

As a result of these curriculum changes, the Urban Track has had to also adapt to the new curriculum without changing or removing any of the new courses required to obtain the PreK-4 certification and the Pre-K-Grade 8 Special Education certification.

Part III. Implementation

1. This important track will offer students an opportunity to specialize in urban teaching.
2. Faculty resources are not adequate to offer this program as proposed. The EDEX faculty is stretched to the limit just trying to meet course demands on the Indiana campus and does not have adequate complement to offer select semester six and seven EDEX courses on site in Pittsburgh. In response to this lack of resources certain semester six and seven EDEX courses will be offered either online or in a summer block on the Indiana campus.
3. Yes. Other resources are adequate.
4. It is anticipated that there will be an increase in the size of the Urban Track Cohort to 20-25 students.

Part IV. Periodic Assessment

1. The proposed track will adhere to standards set forth by National Association for the Accreditation of Teacher Education (NCATE), National Association for the Education of Young Children (NAEYC), Pennsylvania Department of Education (PDE), and the Council for Exceptional Children (CEC). These standards will be used to evaluate the effectiveness and impact of the proposed track. Student input will be both in the form of student evaluations of the two added courses and through a survey administered to them to gain their input on the quality of the proposed track and ways it might be improved.
2. NCATE evaluates all departments, programs, and tracks of the College of Education and Educational Technology every five years. A particular set of standards from NCATE are used to evaluate diversity initiatives that provide teacher candidates with experience working with diverse populations of students. The Professional Studies in Education Department (PSE) will file periodic reports as required by NAEYC and PDE.
3. NCATE, NAEYC, and PDE

Part V. Course Proposals

No courses are being proposed.

SUGGESTED SEQUENCE

PRE-K-GRADE 4 Early Childhood with Special Education PreK to Grade 8

Rev. Ed. August 16, 2011 with Liberal Studies Changes

FRESHMAN

Semester 1	16.5 credits	Semester 2	17.5 credits
ENGL 101	College Writing 3	ENGL 121	Humanities Literature 3
MATH 151	Elements of Mathematics 3	MATH 152	Elements of Mathematics II 3
ECED 117	Family, Community and School Relationships 2	EDEX 110	Intro to Special needs PreK to Grade 8 3
	in a Diverse Society	EDSP 102	Educational Psychology 3
EDEX 103	Digital Spec. Ed. Technology OR 3	SCI 101	Fundamentals of Physics OR 2.5
COMM 103	Digital Instr. Technology	SCI 102	Fundamentals of Chemistry
PSYC 101	General Psychology 3	GEOG 104	Geography of the Non-western World 3
SCI 101	Fundamentals of Physics OR 2.5		<u>17.5</u>
SCI 102	Fundamentals of Chemistry		
	<u>16.5</u>		

SOPHOMORE

Semester 3	17.5 credits	Semester 4	Professional Sequence I 17.5 credits
			OPTION A (if Step 1 qualified): Blocked/Cohort Grouped
ECED 200	Introduction to Early Childhood Ed 3	EDUC 242	Pre-Student Teaching I 1
ECSP 112	Growth and Development Typical and Atypical 3	ECED 351	Literacy for the Emergent Reader PreK to Grade 1 3
SCI 103	Fundamentals of Earth and Space Science 2.5	ECED 280	Maximizing Learning 3
HIST 196	Topics in American History 3	MATH 320	Mathematics for Early Childhood 3
HPED/FDNT/NURS 143	Health/Wellness (one) 3	SCI 104	Fundamentals of Environmental Biology (*) 2.5
SOCIAL SCIENCE Elective (from LS list) 3		EDSP 477	Assessment of Student Learning 3
	<u>17.5</u>	EDEX 323	English Language Learners 2
			<u>17.5</u>

JUNIOR

Semester 5	15 credits	Semester 6	Professional Sequence II 16 credits
	OPTION B (if non-qualified for Step I)		Blocked Courses/Cohort Grouped
	Blocked Courses/Non-Cohort Grouped		
ECED 221	Literature for the Young Child 3	EDUC 342	Pre-Student Teaching II 1
	to Adolescent	EDEX 469	Education of Persons with EBD/LD/TBI 3
ECSP 314	Creative Experiences and Play 3	ECED 310	Science, Health, and Safety for All PreK to Grade 4 3
ECSP 340	Intro to Classroom and Behavior Mgmt 3		Learners
ECED 250	Language Development 3	ECED 411	Social Studies for All PreK to Grade 4 Learners 3
Fine Arts:	One course as below (*) 3	EDEX 478	Education of Persons with MR/DD/PMD 3
	ARHI, MUHI, THTR 101 or DANC 102	ECED 451	Literacy for the Developing Reader 3
	<u>15</u>		Grade 2 - Grade 4 Learners
			<u>16</u>

SUMMER/WINTER/TRANSFER COURSES: MUST COMPLETE IF NOT ALREADY TAKEN 3 credits

(To complete the ECED/EDEX program in 4 years as suggested in this sequence document, 3 credits must be taken as a summer, winter, or transfer course.)

ENGL 202	Research Writing 3
	<u>3</u>

SENIOR

Semester 7	16 credits	Semester 8	12 credits
	Blocked Courses/Non-Cohort Grouped		(if all course and program requirements have been met)
EDEX 435	Methods and Curriculum 3	EDUC 461	Student Teaching 5
	(Severe/Profound Disabilities)	EDUC 471	Student Teaching 5
EDEX 460	Family Perspectives on Disability 3	ECSP 440	Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners 2
PHIL/RLST	Course from LS List (*) 3		<u>12</u>
EDEX 425	Methods and Curriculum 3		
	(Mild-Moderate Disabilities)		
EDUC 442	School Law 1		
ELED 313	Teaching Mathematics in the Elem School 3		
	<u>16</u>		

(*)Not tied to blocked courses

TOTAL CREDITS TO GRADUATE (Minimum): 131

SUGGESTED URBAN TRACK COURSE SEQUENCE
PRE-K-GRADE 4 Early Childhood with Special Education PreK to Grade 8

Rev. Ed. August 16, 2011 with Liberal Studies Revisions

FRESHMAN

Semester 1	16.5 credits	Semester 2	17.5 credits
ENGL 101 College Writing	3	ENGL 121 Humanities Literature	3
MATH 151 Elements of Mathematics	3	MATH 152 Elements of Mathematics 2	3
ECED 117 Family, Community and School Relationships in a Diverse Society	2	EDEX 110 Intro to Special needs PreK to Grade 8	3
EDEX 103 Digital Spec. Ed. Technology OR	3	EDSP 102 Educational Psychology	3
COMM 103 Digital Instr. Technology		SCI 101 Fundamentals of Physics OR	2.5
PSYC 101 General Psychology	3	SCI 102 Fundamentals of Chemistry	
SCI 101 Fundamentals of Physics OR	2.5	GEOG 104 Geography of the Non-western World	3
SCI 102 Fundamentals of Chemistry			<u>17.5</u>
	<u>16.5</u>		

SOPHOMORE

Semester 3	17.5 credits	Semester 4	Professional Sequence I	17.5 credits
OPTION A (if Step 1 qualified): Blocked/Cohort Grouped				
ECED 200 Introduction to Early Childhood Ed	3	EDUC 242 Pre-Student Teaching I		1
ECSP 112 Growth and Development Typical and Atypical	3	ECED 351 Literacy for the Emergent Reader PreK to Grade 1		3
SCI 103 Fundamentals of Earth and Space Science	2.5	ECED 280 Maximizing Learning		3
HIST 196 Topics in American History	3	MATH 320 Mathematics for Early Childhood		3
HPED/FDNT/NURS 143 Health/Wellness (one)	3	SCI 104 Fundamentals of Environmental Biology (*)		2.5
SOCIAL SCIENCE Elective (from LS list)	3	FDED440 Orientation to Teaching in Urban Centers		3
		EDEX 323 English Language Learners		2
	<u>17.5</u>			<u>17.5</u>

SUMMER COURSES

6 credits

FDED 441 Field Experience in Urban Centers	3
Fine Arts: One course as below (*)	3
ARHI, MUHI, THTR 101 or DANC 102	
	<u>6</u>

(Fine Arts can be taken at IUP or at another institution with permission)

JUNIOR

Semester 5	15 credits	Semester 6	16 credits
OPTION B (if non-qualified for Step I)		Blocked Courses/Non-Cohort Grouped	
Blocked Courses/Non-Cohort Grouped			
ECED 221 Literature for the Young Child to Adolescent	3	EDEX 435 Methods and Curriculum(Severe/Profound Disabilities)	3
ECSP 314 Creative Experiences and Play	3	ELED 313 Teaching Mathematics in the Elem School	3
ECSP 340 Intro to Classroom and Behavior Mgmt	3	EDEX 460 Family Perspectives on Disability	3
ECED 250 Language Development	3	PHIL/RLST Course from LS List (*)	3
EDSP 477 Assessment of Student Learning	3	EDEX 425 Methods and Curriculum(Mild-Moderate Disabilities)	3
	<u>15</u>	EDUC 442 School Law	1
			<u>16</u>

SUMMER COURSES: MUST COMPLETE IF NOT ALREADY TAKEN

3 credits

ENGL 202 Research Writing	3
	<u>3</u>

SENIOR

Semester 7	Professional Sequence II	16 credits	Semester 8	12 credits
Blocked Courses/Cohort Grouped			(if all course and program requirements have been met)	
EDUC 342 Pre-Student Teaching II	1		EDUC 461 Student Teaching	5
EDEX 469 Education of Persons with EBD/LD/TBI	3		EDUC 471 Student Teaching	5
ECED 310 Science, Health, and Safety for All PreK to Grade 4 Learners	3		ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners	2
ECED 411 Social Studies for All PreK to Grade 4	3			<u>12</u>
EDEX 478 Education of Persons with MR/DD/PMD	3			
ECED 451 Literacy for the Developing Reader Grade 2 - Grade 4 Learners	3			
	<u>16</u>			

TOTAL CREDITS TO GRADUATE (Minimum): 137

Urban Track Schedule for Academic Year

	FALL	SPRING	SUMMER
Freshman	Same coursework as other ECSP students	Same coursework as other ECSP students	
Sophomore	Same coursework as other ECSP students	FDED 440 PSI with everyone else	FDED 441 Fine Arts course
Junior	Same coursework as other ECSP students	Semester 7 coursework	ENGL 202
Senior	PS2 semester 6 courses on-site in Pittsburgh	Student Teaching	