

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-78a	AP-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)		
☐ 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	☒ Program Revision
☐ New Minor Program	☐ New Track	☐ Other
Disability Services Program		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	Date 2-28-11
Department Chair(s)	<i>Joseph Domaracki</i>	3-14-11
College Curriculum Committee Chair	<i>[Signature]</i>	3/14/11
College Dean	<i>Mary Ann Rafanelli</i>	3-16-11
Director of Liberal Studies *	<i>[Signature]</i>	4/12/11
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedore</i>	4/7/11

* where applicable

Received

MAR 21 2011

Liberal Studies

Part II. Description of Curriculum Change
1a. Catalog Description of Revised Program

Completion of this multidisciplinary curriculum in educational, social and natural sciences prepares graduates to work as professionals serving individuals with disabilities in a wide array of public and private sector agencies and service providers including adult Mental Health/Mental Retardation programs. Students who complete the program will earn a Bachelor of Science degree and will be prepared for employment as instructional assistants in public or private schools, therapeutic staff support personnel, or in a wide variety of capacities in Mental Health/Mental Retardation programs, community based employment/living programs, early intervention programs, residential treatment programs, pre-school/day care programs and other agency service providers for individuals with disabilities. The minimum standard of eligibility for transfer into the program is a 2.75 grade point average.

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: CDFR 224

Major: **48**

Required Courses:

EDEX 110	Introduction to Exceptional Persons	3cr
CDFR 218	Child Development	3cr
CDFR 310	Advanced Child Development	3cr
CDFR 315	Introduction to Early Intervention	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
EDHL 114	Introduction to Deaf & Hard-of-Hearing Persons	3cr
EDHL 115	Introduction to American Sign Language	3cr

Other Requirements: **24**

Professional Sequence:

6

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

Free Electives: (1) **18**

Students may use these 20 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: Child Development/Family Relations (18 cr), Deaf Studies (18 cr), Educational Psychology (15 cr), Psychology (18 cr), or Sociology(18 cr),

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: **48**
Mathematics: 3 cr.
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
 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
 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

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.

Total Degree Requirements: **120**

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

Bachelor of Science Disability Services Proposed Program:

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **48**
Mathematics: 3 cr
Social Sciences: PSYC 101, SOC 151
Liberal Studies Electives: CDFR 224

Major: **48**

Required Courses:

EDEX 110 Introduction to Exceptional Persons 3cr
CDFR 218 Child Development 3cr
CDFR 310 Advanced Child Development 3cr
CDFR 315 Introduction to Early Intervention 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
 EDHL 114 Introductions to Deaf & Hard-of-Hearing Persons 3cr
 EDHL 115 Introduction to American Sign Language 3cr

Other Requirements: **24**

Professional Sequence: **6**

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

Free Electives: (1) **18**

Students may use these 20 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: Child Development/Family Relation (18 cr), Deaf Studies (18 cr), Educational Psychology (15 cr), Psychology (18 cr), or Sociology (18 cr).

2b. List of Associated Course Changes

There are several course changes that are involved in this revision.

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

- EDEX 111 Introduction to Exceptional Persons
- EDEX 112 Typical and Atypical Development
- EDEX 222 Methods of Teaching Reading to Persons with Disabilities
- SPLP 254 Classroom management of Language Disorders

The following four courses will be added to the major requirements of the program.

- EDEX 110 Introduction to Exceptional Persons
- CDFR 218 Child Development
- CDFR 310 Advanced Child Development
- CDFR 315 Introduction to Early Intervention

The following course will be added to the Liberal Studies Electives requirements of the program.

- CDFR 224 Marriage and family Relations

3. Rationale for Change

The reason the Disability Services Program 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 (PDE) 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 (ECSP). In creating the new curriculum for the Early Childhood/Special Education Dual Certification Program a variety of existing courses have been significantly revised to meet new PDE regulations and/or have become courses for which demand has been altered. For example:

- EDEX 112 Typical and Atypical Growth and Development has 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 curriculum on Special Education faculty do not justify spending valuable complement maintaining a duplicate course within the department for a small number of students. For these reasons EDEX 112 will be deleted from the Disability Services Program.
- EDEX 222 Methods of Teaching Reading to Persons with Disabilities, a methods course in the Education of Exceptional Persons Program, is a course with altered demand. More specifically, the content and knowledge bases addressed in EDEX 222 are now addressed in a sequence of reading pedagogy courses in the new Early Childhood/Special Education Dual Certification Program. Therefore, the demand for offerings of EDEX 222 is now significantly reduced to just the Disability Services Program. For these reasons EDEX 222 will be deleted from the Disability Services Program.
- SPLP 254 Classroom Management of Language Disorders is a course in language disorders that has been a part of the EDEX curriculum that contained competencies that did not match with the newly created ECSP PDE Guidelines. Therefore, the demand for offerings of SPLP 254 is now significantly reduced to just the Disability Services Program. Additionally, concomitant proposed changes in the Speech-Language-Pathology Program (SPLP) curriculum hinted at the elimination of SPLP 254 as a service course to existing department programs. For these reasons SPLP 254 will be deleted from the Disability Services Program.

The trickle-down effect of the major curriculum revisions that occurred as a result of the creation of the ECSP Program and proposed by the Speech-Language-Pathology Program (SPLP) has presented an opportunity for examination of the curricula of other programs in the department. The latter is the case with respect to the Disability Services Program. The impact of the changes to the content of EDEX 112, the decreased demand for EDEX 222 and the proposed change in offering SPLP 254 combined with the results of semi-annual analyses of course evaluations and exit interview data indicate a curriculum revision is in order. Therefore, the changes outlined above have been proposed for several reasons.

First, the results of course evaluation and exit interview data indicate that many program completers find the content of EDEX 222 and SPLP 254 to be of little value to them in their work in internship and afterward. Many students in the program have minors in Child Development and express interest in pursuing internships and later careers in Early Intervention. Second, program faculty felt that the Disability Services curriculum as it is currently constituted has little influence from programs and philosophies from outside the department. The elimination of two courses with EDEX prefixes and the one SPLP course will allow for the inclusion of perspectives, skills and knowledge bases from an additional discipline.

More specifically, the deletion of EDEX 112 Typical and Atypical Growth and Development, a disability influenced child development course, EDEX 222 Methods of Teaching Reading to Persons with Disabilities and SPLP 254 Classroom Management of Language Disorders will allow the inclusion of CDFR 218 Child Development, CDFR 310 Advanced Child Development and CDFR 315 Introduction to Early Intervention that will add a Child and Family Studies perspective to the program. EDEX Program faculty feel that the perspectives, skills and knowledge bases offered by the CDFR courses and the expertise of CDFR program faculty blend nicely with the mission and vision of the Disability Services Program and will offer a perspective from a discipline outside of our department and college. Third, the demand on complement from the deletion of these two courses can be redirected to forthcoming courses in the Grade 7-12 Certification Track and the new ECSP curriculum.

Finally, 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 program.

Part III. Implementation

1. How will the proposed revision 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 CDFR program. There should be no need to change or modify existing course offering patterns for courses being added to the program. The frequency or number of sections of courses to be offered will not be impacted by this revision.

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 2011.

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 programs 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.

Gail Sechrist

From: Joseph W. Domaracki ,Ph.D. [jwdomara@iup.edu]
Sent: Wednesday, April 06, 2011 9:19 AM
To: Sechrist, Gail
Subject: Fwd: Letter of Support
Attachments: EDEX Minor Program Revision 10-11.doc; Disability Services Program Revision 10-10.doc

Gail,

Here is the letter from Freddie Bowers in CDFR supporting the Disability Services Program changes. I thought I had included them in the proposal. Sorry for the oversight. Also, attached are the electronic versions of the Minor and Disability Services proposals. If you need more let me know.

Joe

----- Original Message -----

Subject:Letter of Support

Date:Mon, 14 Feb 2011 11:50:02 -0500

From:Fredalene B Bowers <fbowers@iup.edu>

To:<jwdomara@iup.edu>

Joe,

The Child Development & Family Relations (CDFR) Program is pleased to collaborate with the Disability Services Program and support your curriculum revision.

We understand the revision would require four Child Development & Family Relations courses:
CDFR 224 Marriage and Family (which would be listed as a liberal studies requirement)

and the following courses which will be listed as a major requirement:

CDFR 218 Child Development

CDFR 310 Observation & Assessment (formerly called Advanced Child Development)

CDFR 315 Introduction to Early Intervention

Good luck with your program revision and we look forward to working with your students.

Fredalene Barletta Bowers, Ph.D.,Professor
HDES Interim Chairperson, 2010-2011
Program Coordinator, Child Development and Family Relations
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