

14-180
 UWUCC AP- 4/21/15
 Provost - 4/23/15
 Senate App- 4/28/15

Program Revision 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.

Contact Person:	Joann Migyanka or Becky Knickelbein	Email Address:	Migyanka@iup.edu or bknick@iup.edu
Proposing Depart/Unit:	Special Education	Phone:	357-5679 or 357-5678

Program Revisions (Check all that apply): Program Revision Program Title Change Catalog Description Change

Liberal Studies Requirement Changes Other: Click here to enter text.

Current Program Information		Proposed Changes	
Current Program Title	Bachelor of Science in Education–Education of Exceptional Persons	Proposed Program Title <i>(if changing)</i>	Bachelor of Science in Education–Special Education
Current Narrative Catalog Description	<p>Department of Special Education and Clinical Services</p> <p>Website: www.iup.edu/special-ed</p> <p>Janice M. Baker, Chairperson; Baker, Brady, Domaracki, Glor-Sheib, Hill, Kappel, Knickelbein, Lombard, Migyanka, Price, Richburg, Robertson, D. Stein, K. Stein, Wissinger; and professors emeriti M. Bahn, W. Bahn, Fiddler, Klein, Morris, Nowell, C. Reber, Shane, Turton, Yost</p> <p>This department offers the bachelor of science in education degree program in speech-language pathology and audiology. A bachelor of science degree program in disability services is also offered. A bachelor of science in education degree program in early childhood</p>	Proposed Narrative Catalog Description <i>(if changing)</i>	<p>Communication Disorders, Special Education and Disability Services (1)</p> <p>Website: www.iup.edu/special-ed</p> <p>Janice M. Baker, Chairperson; Baker, Brady, Domaracki, Glor-Sheib, Hill, Kappel, Knickelbein, Lombard, Migyanka, Price, Richburg, Robertson, D. Stein, K. Stein, Wissinger; and professors emeriti M. Bahn, W. Bahn, Fiddler, Klein, Morris, Nowell, C. Reber, Shane, Turton, Yost</p> <p>This department offers the bachelor of science in education degree programs in special education and in speech-language pathology and audiology. (2)</p>

	<p>education/special education is offered in conjunction with the Department of Professional Studies in Education. Each major follows a prescribed sequence of courses.</p> <p>The following grade policy applies to two programs of study in the department: Deaf Education and Speech-Language Pathology and Audiology. Individual students may appeal any aspect of the policy by making a formal written request to the Departmental Appeals Committee.</p> <ol style="list-style-type: none"> 1. No more than one "D" in major courses will be accepted toward graduation and certification. 2. No "D" is permitted as the final recorded grade in any of the following courses: EDEX 425, 435, 493, EDHL 308, EDUC 421, 461, and SPLP 122. <p>The following enrollment policy applies to two undergraduate programs in the department: Deaf Education and Speech-Language Pathology and Audiology. To enroll in a 300- or 400-level course in those programs, a student must have a minimum 3.0 cumulative GPA, must meet the other provisions of the 3-Step Process for Teacher Education, and must either be a departmental major or have permission of the department chair.</p> <p><u>A. Early Childhood Education/Special Education</u></p> <p>This Early Childhood/Special Education (ECSP) program is designed to assist students in becoming highly qualified, competent, and effective teachers of all learners in grades preK through 4. The program has an emphasis on best practices in both early childhood education and special education. Students in this program will meet the academic requirements for Pennsylvania certification in preK to grade 4 as well as special education preK to grade 8.</p> <p>This program, combining course work in both early childhood education and special education with extensive field experiences, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand all children's</p>		<p>A bachelor of science degree program in disability services is also offered. A bachelor of science in education degree program in early childhood education/special education is offered in conjunction with the Department of Professional Studies in Education. Each major follows a prescribed sequence of courses.</p> <p>The following grade policy applies to two programs of study in the department: Special Education and Speech-Language Pathology and Audiology. (3) Individual students may appeal any aspect of the policy by making a formal written request to the Departmental Appeals Committee.</p> <ol style="list-style-type: none"> 1. No more than one "D" in major courses will be accepted toward graduation and certification. 2. No "D" is permitted as the final recorded grade in any of the following courses: EDEX 425, 435, 493, EDUC 421, 461, and SPLP 122. (4) <p>The following enrollment policy applies to two undergraduate programs in the department: Special Education and Speech-Language Pathology and Audiology. (5)</p> <p>To enroll in a 300- or 400-level course in those programs, a student must have a minimum 3.0 cumulative GPA, must meet the other provisions of the 3-Step Process for Teacher Education, and must either be a departmental major or have permission of the department chair.</p> <p><u>Early Childhood Education/Special Education (6)</u></p> <p>This Early Childhood/Special Education (ECSP) program is designed to assist students in becoming highly qualified, competent, and effective teachers of all learners in grades preK through 4. The program has an emphasis on best practices in both early childhood education and special education. Students in this program will meet the academic requirements for Pennsylvania certification in preK to grade 4 as well as special education preK to grade 8.</p>
--	--	--	---

	<p>cognitive, social, emotional, and physical development. Field experiences will take place in a variety of settings encompassing diverse learning needs as well as learners in birth to grade 3 classrooms, preschool classrooms, K-1 classrooms, and classrooms in grades 2-4.</p> <p>Admission to this program requires entering students to meet the guidelines for admission to the College of Education and Educational Technology. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process, to enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.</p> <p>The Urban Track, within the ECSP program 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. Course work 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.</p> <p><u>B. Minor—Special Education</u></p> <p>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,</p>		<p>This program, combining course work in both early childhood education and special education with extensive field experiences, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand all children’s cognitive, social, emotional, and physical development. Field experiences will take place in a variety of settings encompassing diverse learning needs as well as learners in birth to grade 3 classrooms, preschool classrooms, K-1 classrooms, and classrooms in grades 2-4.</p> <p>Admission to this program requires entering students to meet the guidelines for admission to the College of Education and Educational Technology. Additionally, students must achieve a 3.0 GPA to apply for Step 1 of the Teacher Education process, to enroll in major courses, to student teach, and to be recommended for certification. Students must meet the requirements leading to teacher certification as outlined in this catalog.</p> <p>The Urban Track, within the ECSP program 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. Course work 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.</p> <p><u>Bachelor of Science in Education in Special Education</u></p> <p>Completion of the sequence of study in this major leads to Pennsylvania Department of Education special education certifications in PreK-8 and 7-12. Students will be prepared to teach persons with intellectual disabilities, autism, developmental</p>
--	--	--	---

Template G

<p>delivery of services in inclusive settings, and transition planning.</p> <p>The minor in Special Education is an 18-credit program with 3 required and 15 elective credits. The required credits are met through enrollment in EDEX 111. This course provides 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.</p> <p>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. To be accepted into the minor, a student must have a minimum 2.5 cumulative GPA.</p> <p>Dual Certification-Special Education Grades 7-12 for Secondary Education Majors</p> <p>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.</p> <p>C. Speech-Language Pathology and Audiology</p> <p>Completion of the sequence of courses in speech-language pathology and audiology serves as a preprofessional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:</p> <ol style="list-style-type: none">1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech- Language-Hearing Association and	<p>disabilities, learning disabilities, brain injuries, emotional/behavioral disorders, physical disabilities, and multiple disabilities. Academic coursework and field experiences are integrated within the course of study.</p> <p>Students entering the program should be aware of the following:</p> <ol style="list-style-type: none">1. Students <i>MUST</i> complete a 5th year by applying for early admission into to the M.Ed. in Literacy and or Reading Specialist Certification Program.2. Students must meet all Reading Specialist certification requirements.3. Upon completion of the Reading Specialist requirements and passing the Special Education PreK-8 and 7-12 exams and Reading Specialist exam, students can apply for special education certification. <p>Minor—Special Education (6)</p> <p>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.</p> <p>The minor in Special Education is an 18-credit program with 3 required and 15 elective credits. The required credits are met through enrollment in EDEX 111. This course provides 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.</p>
--	--

Template G

	<p>Pennsylvania State Licensure.</p> <ol style="list-style-type: none"> 2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in speech-language pathology. 3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools. 4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings. 5. To meet the requirements for Certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below before enrollment in the master of science degree program in speech-language pathology at IUP. <p>Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in EDUC 242 and 342.</p> <p>Transfers, changes of major, and post baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 in all undergraduate course work, passing standardized exam scores, an interview, and an essay. Please contact the Speech-Language Pathology and Audiology program director for more information.</p> <p>Audiology Minor A minor in audiology introduces the student to essential</p>		<p>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. To be accepted into the minor, a student must have a minimum 2.5 cumulative GPA.</p> <p><u>Dual Certification-Special Education Grades 7-12 for Secondary Education Majors</u> 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.</p> <p><u>Speech-Language Pathology and Audiology (6)</u> Completion of the sequence of courses in speech-language pathology and audiology serves as a preprofessional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:</p> <ol style="list-style-type: none"> 1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure. 2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in speech-language pathology. 3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools. 4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings
--	---	--	--

Template G

	<p>information regarding hearing loss, audiological testing, and clinical knowledge of the profession. In addition, information about deaf culture and basic sign language will be provided. This course of study will enable students to have a better understanding of the needs of persons with hearing loss and the deaf, as it relates to speech and language acquisition, genetics, use of appropriate amplification devices, and the structure and function of the hearing mechanism.</p> <p>The minor is a 24-25 credit program with 18 required and 6-7 elective credits. Required credits include the core courses that are essential to understanding basic and advanced audiological concepts, basic concepts of hearing science and acoustics, implications of processing auditory information, and basic communication needs within the deaf and hard-of-hearing populations. The elective credits allow the minor candidate to select a more focused area of concentration.</p> <p>Students must maintain a cumulative GPA of not less than 3.0 to enter and complete the minor. Students must also receive a “C” or better in all courses to complete the minor.</p> <p>This minor is of interest to students in the following majors: speech-language pathology and audiology, special education, education, criminology, nursing, pre-medical fields, psychology, educational psychology, and safety science.</p> <p><u>D. Disability Services</u></p> <p>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 (MH/MR) 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, as therapeutic staff support personnel, or in a wide variety of</p>		<p>such as hospitals, community clinics, public health programs, and rehabilitation settings.</p> <p>5. To meet the requirements for Certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below before enrollment in the master of science degree program in speech-language pathology at IUP.</p> <p>Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in EDUC 242 and 342.</p> <p>Transfers, changes of major, and post baccalaureate admissions into the undergraduate Speech-Language Pathology and Audiology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative GPA of 3.0 in all undergraduate course work, passing standardized exam scores, an interview, and an essay. Please contact the Speech-Language Pathology and Audiology program director for more information.</p> <p><u>Minor-Audiology (7)</u></p> <p>A minor in audiology introduces the student to essential information regarding hearing loss, audiological testing, and clinical knowledge of the profession. In addition, information about deaf culture and basic sign language will be provided. This course of study will enable students to have a better understanding of the needs of persons with hearing loss and the deaf, as it relates to speech and language acquisition, genetics, use of appropriate amplification devices, and the structure and function of the hearing mechanism.</p> <p>The minor is a 24-25 credit program with 18 required and 6-7 elective credits. Required credits include the core</p>
--	--	--	--

Template G

	<p>capacities in MH/MR programs, community- based employment/living programs, early intervention programs, residential treatment programs, preschool/day care programs, and other agency service providers for individuals with disabilities. Disability services majors must achieve and maintain a 2.75 overall GPA.</p>		<p>courses that are essential to understanding basic and advanced audiological concepts, basic concepts of hearing science and acoustics, implications of processing auditory information, and basic communication needs within the deaf and hard-of-hearing populations. The elective credits allow the minor candidate to select a more focused area of concentration.</p> <p>Students must maintain a cumulative GPA of not less than 3.0 to enter and complete the minor. Students must also receive a “C” or better in all courses to complete the minor.</p> <p>This minor is of interest to students in the following majors: speech-lan- guage pathology and audiology, special education, education, criminology, nursing, pre-medical fields, psychology, educational psychology, and safety science.</p> <p><u>Disability Services (6)</u></p> <p>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 (MH/MR) 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, as therapeutic staff support personnel, or in a wide variety of capacities in MH/MR programs, community- based employment/living programs, early intervention programs, residential treatment programs, preschool/day care programs, and other agency service providers for individuals with disabilities. Disability services majors must achieve and maintain a 2.75 overall GPA</p>
<p>Current Program Requirements</p>	<p>Bachelor of Science in Education–Education of Exceptional Persons (*) Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 151 and 152 (1) 48</p>	<p>Proposed Program Requirements <i>(if changing)</i></p>	<p>Bachelor of Science in Education–Special Education (*) Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44 Mathematics: MATH 151</p>

Template G

<p>Social Science: PSYC 101 Natural Science: laboratory science sequence required (SCI 105-106 recommended) Liberal Studies Electives: 0cr</p> <p>College: 24 Preprofessional Education Sequence: 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 421 Student Teaching (Mild/Moderate) 6cr EDUC 441 Student Teaching (Severe/Profound) 6cr EDUC 442 School Law 1cr</p> <p>Major: 43 Required Courses: EDEX 111 Introduction to Exceptional Persons 3cr EDEX 112 Typical and Atypical Growth and Development 3cr EDEX 221 Methods of Teaching Mathematics to Persons with Disabilities 3cr EDEX 222 Methods of Teaching Reading to Persons with Disabilities 3cr EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities 3cr EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities 3cr EDEX 340 Introduction to Behavior Management in Special Education 3cr EDEX 416 Education of Persons with Emotional or Behavioral Disorders 3cr EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities 3cr EDEX 418 Education of Persons with Physical or Multiple Disabilities 3cr EDEX 419 Education of Persons with Brain Injuries or Learning Disabilities 3cr EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr EDEX 435 Methods and Curriculum (Severe-Profound Disabilities) 3cr EDEX 440 Ethical and Professional Behavior 1cr SPLP 254 Classroom Management of Language Disorders 3cr</p> <p>Free Electives: 5 Total Degree Requirements: 120</p>	<p>Humanities: HIST 196 and ENGL 121 Social Science: PSYC 101 Natural Science: laboratory science sequence required (SCI 105-107 and SCI 117 recommended)(8) Liberal Studies Electives: 3cr, MATH 152 (required elective)</p> <p>College: 24 Preprofessional Education Sequence: 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 (Early Childhood) 1cr EDUC 342 Pre-Student Teaching Clinical Experience II (Special Education-Severe) 1cr EDUC 421 Student Teaching (Special Education-Pre-K -8) 6cr EDUC 441 Student Teaching (Special Education- 7-12) 6cr EDUC 442 School Law 1cr</p> <p>Major: 55 Required Courses: EDEX 111 Introduction to Exceptional Persons 3cr EDEX 114 Atypical Development in Children and Adolescents (9). 3cr EDEX 221 Methods of Teaching Mathematics to Secondary Students with Disabilities 2cr EDEX 222 Methods of Teaching Language Arts to Secondary Students with Disabilities 2cr EDEX 223 Reading Methods and Strategies for Students with Disabilities (11) 3cr EDEX 231 Methods of Teaching Content Area Subjects to Persons with Disabilities (10) 3cr EDEX 321 Methods of Teaching Language Arts to Persons with Disabilities 3cr EDEX 323 Instruction of English language Learners With Special Needs 2cr EDEX 340 Introduction to Behavior Management in Special Education 3cr EDEX 415 Preschool Education for Children with Disabilities 3cr EDEX 425 Methods and Curriculum (Mild-Moderate Disabilities) 3cr EDEX 435 Methods and Curriculum (Severe/ Profound Disabilities) 3cr EDEX 440 Ethical and Professional Behavior 1cr</p>
--	--

Template G

	<p>(*) 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.</p> <p>(1) An approved Liberal Studies Mathematics course may substitute for MATH 152.</p>	<table border="0"> <tr> <td>EDEX 458</td> <td>Transition for Youth with Disabilities</td> <td>3cr</td> </tr> <tr> <td>EDEX 460</td> <td>Family Perspectives on Disability</td> <td>3cr</td> </tr> <tr> <td>EDEX 469</td> <td>Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury</td> <td>3cr</td> </tr> <tr> <td>EDEX 478</td> <td>Education of Persons with Mental Retardation/ Developmental Disabilities and Physical/Multiple Disabilities</td> <td>3cr</td> </tr> <tr> <td>MATH 330</td> <td>Teaching Mathematics in the Elementary School (12)</td> <td>3cr</td> </tr> <tr> <td>SPLP 254</td> <td>Classroom Management of Language Disorders</td> <td>3cr</td> </tr> </table> <p>Reading Specialist</p> <table border="0"> <tr> <td>LTCY 600</td> <td>Foundations of Literacy Instruction (13)</td> <td>3cr</td> </tr> <tr> <td colspan="3">* (This course satisfies 3cr of the Reading Specialist Requirements)</td> </tr> </table> <p>Total Degree Requirements: 123</p> <p>Fifth Year Courses- Reading Specialist 27 Cr</p> <p>* 3 credits are satisfied by the LTCY 600 course in the undergraduate program</p> <p>To receive a Reading Specialist Certification, students must complete twenty-seven credits within the master’s program from categories A-C.</p> <p>A. Literacy</p> <table border="0"> <tr> <td>LTCY 600</td> <td>Foundations of Literacy Instruction</td> <td>3cr</td> </tr> <tr> <td>LTCY 644</td> <td>Issues and Trends in the Language Arts</td> <td>3cr</td> </tr> <tr> <td>LTCY 701</td> <td>Assessment and Acceleration</td> <td>3cr</td> </tr> <tr> <td>LTCY 702</td> <td>Reading and Writing in the Content Areas</td> <td>3cr</td> </tr> <tr> <td>LTCY 705</td> <td>Organization and Administration of Reading/ Writing Programs</td> <td>3cr</td> </tr> <tr> <td>LTCY 770</td> <td>Practicum and Seminar for Reading Specialist I</td> <td>3cr</td> </tr> <tr> <td>LTCY 771</td> <td>Practicum and Seminar for Reading Specialist II</td> <td>3cr</td> </tr> </table> <p>B. Diversity</p> <table border="0"> <tr> <td>LTCY 635</td> <td>Literacy in Inclusive Classrooms</td> <td>3cr</td> </tr> </table> <p>C. Related Area</p> <table border="0"> <tr> <td>LTCY 607</td> <td>Instruction and Learning with Literature</td> <td>3cr</td> </tr> </table> <p>Please see the Graduate Catalog Master's Program for specific courses using the following link:</p> <p>http://www.iup.edu/page.aspx?id=187402</p>	EDEX 458	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/Multiple Disabilities	3cr	MATH 330	Teaching Mathematics in the Elementary School (12)	3cr	SPLP 254	Classroom Management of Language Disorders	3cr	LTCY 600	Foundations of Literacy Instruction (13)	3cr	* (This course satisfies 3cr of the Reading Specialist Requirements)			LTCY 600	Foundations of Literacy Instruction	3cr	LTCY 644	Issues and Trends in the Language Arts	3cr	LTCY 701	Assessment and Acceleration	3cr	LTCY 702	Reading and Writing in the Content Areas	3cr	LTCY 705	Organization and Administration of Reading/ Writing Programs	3cr	LTCY 770	Practicum and Seminar for Reading Specialist I	3cr	LTCY 771	Practicum and Seminar for Reading Specialist II	3cr	LTCY 635	Literacy in Inclusive Classrooms	3cr	LTCY 607	Instruction and Learning with Literature	3cr
EDEX 458	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/Multiple Disabilities	3cr																																																			
MATH 330	Teaching Mathematics in the Elementary School (12)	3cr																																																			
SPLP 254	Classroom Management of Language Disorders	3cr																																																			
LTCY 600	Foundations of Literacy Instruction (13)	3cr																																																			
* (This course satisfies 3cr of the Reading Specialist Requirements)																																																					
LTCY 600	Foundations of Literacy Instruction	3cr																																																			
LTCY 644	Issues and Trends in the Language Arts	3cr																																																			
LTCY 701	Assessment and Acceleration	3cr																																																			
LTCY 702	Reading and Writing in the Content Areas	3cr																																																			
LTCY 705	Organization and Administration of Reading/ Writing Programs	3cr																																																			
LTCY 770	Practicum and Seminar for Reading Specialist I	3cr																																																			
LTCY 771	Practicum and Seminar for Reading Specialist II	3cr																																																			
LTCY 635	Literacy in Inclusive Classrooms	3cr																																																			
LTCY 607	Instruction and Learning with Literature	3cr																																																			

Rationale for Proposed Changes

Why is the program being revised?

These revisions reflect the changes made by the Pennsylvania Department of Education regarding special education teaching certifications. The PreK-8/7-12 plus Reading Specialist is one of four options outlined by PDE following recent changes to the certification requirements and is in high demand by school districts hiring new special educators for two major reasons. First, it allows districts increased flexibility in placement of these new teachers across the PreK-12 continuum in order to meet their district's changing needs. Second, the focus on reading and literacy across the grade levels enables district's to employ teachers who can meet the needs of students at-risk for reading acquisition and students with specific learning disabilities throughout the grade levels. This program prepares teachers as special educators with additional expertise in reading and literacy.

The side by side reflects the course requirements from the special education K-12 program that was placed in moratorium, which we are bringing out of moratorium, and the proposed revisions to this program.

The following rationale explain the numbered changes within the program revision:

- (1) The department housing this program has had a recent name change now reflected in this proposal.
- (2) Reflects changes to other bachelor programs housed within this department.
- (3) Removed Deaf Education and reflects changes to other bachelor programs housed within this department.
- (4) Removed EDHL 308 since Deaf Education is no longer offered.
- (5) Reflects changes to other bachelor programs housed within this department.
- (6) Removes the alphabetical letters (A, B, C, D) in front of the offered programs.
- (7) Placed "Minor" before audiology to be consistent with Minor-Special Education.
- (8) Reflects changes to the courses offered by the Chemistry Department in order to meet the liberal studies requirements and meet the needs of this program.
- (9) Reflects the addition of a new course, EDEX 114 Atypical Development in Infants, Children and Adolescents needed to cover content applicable to individuals from birth to age 21. There are no current courses covering this age span.
- (10) Reflects a revision to EDEX 231 Methods of Teaching Content Area Subjects to Persons

Template G

	<p>with Disabilities, in order to incorporate the Common Core and to address the needs of secondary students in this content area.</p> <p>(11) Reflects the addition of EDEX 223 Reading Methods and Strategies for Students with Disabilities. This course is an additional reading course focusing on specific methods of teaching reading for students with disabilities.</p> <p>(12) MATH 330 is added to the sequence in order to cover elementary math methods.</p> <p>(13) LTCY 600 is added to the sequence as an introduction to the Reading Specialist certification that will follow the Bachelor of Science in Special Education degree.</p>
<p>Identify the Program Student Learning Outcomes (SLO). Mark any SLOs that are changing as a part of the Program Revision.</p>	<p>No student learning outcomes were identified in the prior program proposal taken from the archives.</p> <p>This program revision identifies Student Learning Outcomes aligned to the Pennsylvania Department of Education Special Education Guidelines for Program Design and Teacher Candidate Competencies.</p> <p>Graduates from this program will:</p> <ol style="list-style-type: none"> 1. Understand and apply evidence based effective instruction in educating students identified with a high incidence disability; PDE III, IV, VII, XI 3 2. Understand and apply evidence based effective instruction in educating students identified with a low incidence disability; PDE III, IV, VII, XI 3 3. Understand and apply evidence based effective instruction in educating students identified with behavioral disabilities (targeting social and emotional disabilities): PDE III, VIII, V 3 4. Understand and apply evidence based effective instruction in educating students identified with developmental disorders: PDE III, V, VIII 3 5. Apply the use of technology for instruction, assistive, universal design to support reading, mathematics and writing : PDE VI 3 6. Know, understand and apply special education processes and procedures (pre k-8) to screening, assessment, IEP development and evaluation: PDE VII, XI, X 3 7. Understand and apply secondary transition processes and procedures (7-12) in addition to effective instructional practices and delivery methods for all levels of special education support (PreK-12): PDE VI, VII, XI, X 3 8. Demonstrate evidenced based effective instructional practices and delivery methods for all levels of special education support (prek-8, 7-12) : PDE VII, XI, X 3 9. Demonstrate evidenced based effective instructional practices to deliver intensive Reading, Writing, and Mathematics intervention approaches at all levels: PDE VII 3

Template G

	<p>10. Demonstrate evidenced based effective instructional practices to deliver subject area content access for students with disabilities at all levels: PDE I, II, III, VIII 3</p> <p>11. Apply Collaboration and Communication skills to working with families , related service personnel, other professionals and agencies in order to select, plan and coordinate activities for the development of IEPs, behavior management plans, transition plans, instruction, and assessments to maximize achievement for students with disabilities PreK-12: PDE IX, X, XI 3</p>
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> - Program - Other programs - Current Students 	<p>Program: The current programs offered in the Department of Special Education will remain the same. This program revision will offer an additional track.</p> <p>Other program: Letters of support from the Physics Department, Chemistry Department, Math Department and Speech and Language Pathology Department have been obtained. Each of these departments are asked to offer courses in this program revision and therefore, we solicited letters of support.</p> <p>In addition, The Department of Professional Studies in Education (PSE) has submitted a letter of support because students in this program revision will be required to be admitted into the Reading Specialist Certification Program offered by PSE at the graduate level following completion of this bachelor’s degree in Special Education.</p> <p>No other programs should be affected by this program revision as the content in the program is specific to special education and is not content offered in other programs.</p> <p>Current students: Current students will not be affected by this proposed revision. All currently offered programs will remain and no courses in those programs will change as a result of this proposed track.</p>