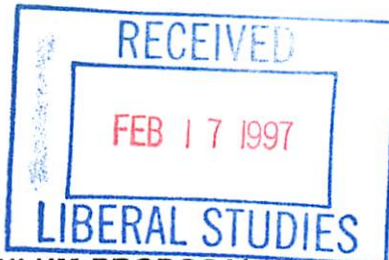


LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: 96-106  
Submission Date: App 3/18/97  
Action-Date: Senate App 4/1/97

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Joseph Domaracki Phone X5678  
Department Special Education and Clinincal Services

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

_____ COURSE	EX ST REG SEC CLSRM
	Suggested 20 character title
<input checked="" type="checkbox"/> New Course*	<u>EX 301 - Education of Students with Disabilities</u> <u>in Inclusive Secondary Classrooms</u>
	Course Number and Full Title
_____ Course Revision	_____
	Course Number and Full Title
_____ Liberal Studies Approval + _____	
for new or existing course	Course Number and Full Title
_____ Course Deletion	_____
	Course Number and Full Title
_____ Number and/or Title Change _____	
	Old Number and/or Full Old Title
	_____
	New Number and/or Full New Title
_____ Course or Catalog Description Change _____	
	Course Number and Full Title
_____ PROGRAM: _____ Major _____ Minor _____ Track	
_____ New Program*	_____
	Program Name
_____ Program Revision*	_____
	Program Name
_____ Program Deletion*	_____
	Program Name
_____ Title Change _____	
	Old Program Name
	_____
	New Program Name

**III. Approvals (signatures and date)**

Joseph Domaracki 1-20-97 Bill C Powell  
Department Curriculum Committee Department Chair  
John B... 2/10/97 John B...  
College Curriculum Committee (TECC) College Chair

+ Director of Liberal Studies (where applicable) \*Provost (where applicable)

## COURSE ANALYSIS QUESTIONNAIRE

### Section A: Details of the Course

- A1 This course is not intended for Education of Exceptional Persons majors. It is designed for all Secondary and Special Area Education majors
- A2 This course is intended for use when a specific program of study requires a special education course for their teacher education majors or as an alternative to EX 481 the Special Education Competency Test (SECT).
- A3 This course has not been offered at IUP on a trial basis.
- A4 This course is not intended to be dual level.
- A5 This course is not to be taken for variable credit
- A6 Similar courses are offered at these institutions: SUNY at Fredonia - ED 250 Introduction to the Exceptional Learner; Clarion University - ED 418 Exceptionalities in the Regular Classroom; and University of Illinois SPED 218 Exceptional Students in Secondary Schools
- A7 The Pennsylvania Department of Education (PDE) and NCATE strongly recommend this course in their accreditation standards. Content of this course is too extensive to be incorporated into the existing methods courses in other departments.

### Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor
- B2 This course does not overlap with any other courses IUP. However, it is intended to be taken during the designated semester of methods courses for secondary and special area majors.
- B3 Seats in this course will not be available to students in the School of Continuing Education.

### Section C: Implementation

- C1 Current faculty resources are adequate to offer this course and EX 300 to all education students. A new faculty member, Dr. Kent Jackson, was employed by the Special Education department for this purpose. He has special

qualifications in the area of working in inclusive classrooms.

C2 Other Resources:

- a. Current classroom space allocations are adequate within the department and the college.
- b. Special equipment is not required for this course.
- c. Laboratory supplies or other consumable goods are not required for this course.
- d. Library materials: Acquisitions will continue to be necessary. Acquisition budgets have been steady but small. Revision of this course will not change acquisition patterns or needs.
- e. Travel funds: No funds required specific to this course.

C3 No grant funds are associated with this course

C4. This course will be offered during the fall, spring, and summer semesters each year to enable students to plan their course of studies.

C5 Three sections of this course will be offered in the fall and spring semesters with one section offered in a summer session.

C6 Thirty-five (35) students will be accommodated per section of this course. The nature of the written assignments of this course limit the possibility of larger sections. Approximately 245 students per year or 105 students per the spring and fall semesters can be accommodated through these section offerings.

C7 There are no parameters for enrollment imposed by professional societies.

Section D: Miscellaneous

No additional information is necessary.

PART II

DESCRIPTION OF THE CURRICULUM CHANGE

1. New course syllabus is attached: See Appendix A

Catalog description, course title, number of credits and prerequisites:

EX 301 Education of Students with Disabilities in  
Inclusive Secondary Classrooms 2c-01-2sh

Prerequisites: For non-special education majors only. To be taken during the designated semester of methods courses for all secondary and special area majors.

This course examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. The course examines the differential impact of student characteristics on secondary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences.

2. Summary of proposed revisions:

- A. New course

3. Justification/rationale for the New Course:

- A. New course is to be a service course for all Secondary and Special Area education majors to be taken as a co-requisite with the respective major methods course.
- B. Course content to focus on instructional techniques for use in the inclusive classroom with students experiencing disabilities and cultural / linguistic diversity.
- C. Recent accreditation reports from NCATE and the Pennsylvania Department of Education have cited the College of Education for not providing sufficient course work in special education methodology for regular education majors. It was suggested by both organizations that the College of Education rectify this problem by requiring course work in this area.

The addition of this course will meet these requirements

4. The old syllabus of record: NOT APPLICABLE
5. Liberal Studies course approval form: NOT APPLICABLE

APPENDIX A

NEW SYLLABUS OF RECORD

EX 301 EDUCATION OF STUDENTS WITH DISABILITIES IN INCLUSIVE  
SECONDARY CLASSROOMS

4/2/97

96-106

## **SYLLABUS**

### **EX 301 - Education of Students with Disabilities in Inclusive Secondary Settings 2 credit course**

**Prerequisites:** For Secondary Education Majors and others who will be certified to teach content from K-12

#### **Course Description**

This course examines the issues associated with education of students with diverse learning needs, particularly those with disabilities or who are at risk for school failure. There is an emphasis on special education, particularly the legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights. The course examines the differential impact of student characteristics on secondary-level school performance and instructional methods proven to be effective in educating students with disabilities and learning style differences. Optimally, this course should be taken during a semester of field work and/or methods courses in the students' respective major areas of study.

#### **Relationship of Course to the College Knowledge Base**

This course uniquely represents the core knowledge base of the College of Education in its content. Throughout this course, secondary-level teacher candidates become thoroughly familiar with characteristics of learners who have disabilities, who are culturally and linguistically different, as well as learners who are at-risk for school failure. More importantly, teacher candidates develop strategies and lesson plans as a means of adapting and modifying instructional practices in meeting the academic and behavioral needs of these learners. Furthermore, teacher candidates demonstrate their exploration of important professional literature as a means to broaden their own knowledge base and demonstrate a commitment to the education of ALL learners. Collaboration, as a professional practice, is both described and experienced by the secondary-level teacher candidates in this course, as they work together in simulation activities which represent typical problem solving in schools.

#### **Course Objectives**

As outcomes of readings and experiences in this course, the student will demonstrate, through discussion and through formal and informal activities and evaluation, that he/she has a working knowledge of

1. the inclusive context of mainstreaming within education, and the unique problems that must be addressed at the secondary level;
2. general and specific characteristics of students with exceptionalities as well as all learners who present challenges to the regular classroom teacher;

3. the laws and services available for persons with exceptionalities, with particular emphasis on the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA);
4. the foundations of effective instruction including learning strategy training, social skill development, study skills, and organizational skills for all students including those with diverse learning needs;
5. prereferral interventions unique to the secondary level including the Instructional Support Team (IST) process and the Student Assistance Program (SAP);
6. ways in which various disabilities may affect the feelings, interactions, and expectations of students and teachers;
7. effective teaching and behavior management strategies and methods for intervening and evaluating the progress of students with exceptionalities and other students "at risk" for school failure;
8. modifying instructional practices in the content areas and using computers and other technologies to enhance instruction;
9. ways in which students with exceptionalities and diverse learning needs are more like their basic education peers than they are different.
10. the team approach to collaboration and consultation for problem solving and decision making in schools
11. transition planning and career/life education for secondary-level students with disabilities

### **Required Text**

**Schloss, P. J., Smith, M. A & Schloss, C. N. (1995). Instructional Methods for Adolescents with learning and problem behaviors. Allyn and Bacon: Boston, MA**

**Mancuso, E. (1992). The Right to Special Education in Pennsylvania - A guide for parents. Education Law Center: Harrisburg, PA**

### **Course Outline**

#### **Weeks 1 & 2**

- A. Elements of Mainstreaming (Inclusive) Practices for Secondary Placements
  1. Origins of mainstreaming
  2. Benefits of mainstreaming, barriers toward mainstreaming



3. Current issues and trends
4. Mainstreaming teams and the roles of members
5. Prereferral intervention strategies

### **Week 3**

- B. Individuals with Disabilities Education Act (IDEA)**
1. Right to a free, appropriate public education
  2. Due process for children and youth with disabilities and their parents
  3. Fairness in evaluation
  4. Least restrictive environment
  5. Individualized educational program

### **Weeks 4-9**

- C. Methods for Including Students with Disabilities in Secondary-Level Classrooms**
1. Indicators of disabilities including learning disabilities, ADD/ADHD, mental retardation, behavioral disorders, communication disorders, physical and health impairments, autism, traumatic brain injury, vision and hearing impairments
  2. Assessment procedures
  3. Elements of a functional curriculum
  4. Adapting instructional and testing materials
  5. Methods in behavior management
  6. Teaching study skills, learning strategies, text comprehension strategies, mnemonic training, organizational skills, and "school survival" skills
  7. Modifying the physical environment
  8. Enhancing communication skill development
  9. Addressing social needs of students with disabilities
  10. Sensitizing "regular education" secondary students to disability-related issues
  11. Using technology in assessment and instruction

### **Weeks 10-11**

- D. Methods for Teaching Students from Culturally and Linguistically Diverse Backgrounds**
1. Promoting acceptance of diversity
  2. Assessment and special services
  3. Adaptations for mainstreaming

### **Week 12**

- E. Methods for Teaching Students at Risk for School Failure**
1. Child abuse and neglect
  2. Drug and alcohol abuse
  3. Eating disorders
  4. Delinquency

5. Family issues
6. Dropout
7. Teen pregnancy and sexually transmitted diseases

### **Week 13**

#### **F. Collaborative Practices**

1. Communication processes which enhance collaboration
2. Communication processes which create barriers to effective communication
3. The role of teaming and problem solving in school decision making

### **Week 14**

#### **G. The Process of Transition**

1. Models of transition
2. Transition barriers and supports
3. Issues in academic programming and transition
4. Academic assessment and planning for transition
5. Citizenship skills

## **Course Requirements**

Students will demonstrate mastery of course objective as demonstrated by the successful completion of the following requirements:

### **Graded Assignments**

1. Collaboration/teaming paper (45 points)
2. Adapted lesson plan (30 points)
3. Professional literature summary (25 points)
4. Observational summary/behavior management plan (20 points)

### **Mid-term evaluation**

The mid-term evaluation will consist of an objective section (40 points) and an essay (20 points).

### **Final Examination**

The final examination will consist of an objective section (60 points) and an essay portion (40 points).

In all written assignments, the following guidelines are used as criteria determining grade:

### **Technical Aspects (basic writing skills)**

- a. **Sentence structure** - complete and grammatically correct
- b. **Word usage** - appropriate form, tense, and person
- c. **Punctuation and spelling** - correct usage and spelling
- d. **Terminology** - appropriate use of professional terms

**Content (refers to the quality of written information)**

- a. Paper addresses the specific topic.
- b. Importance/relevance is specified.
- c. Reasoning, logic, and cohesiveness are apparent.
- d. Paper has a clear beginning, middle, and ending.
- e. Information supports conclusion.

**Scholarship (refers to the degree to which the paper demonstrates formal writing skills)**

- a. Clarity and logic - extent to which ideas are communicated clearly and logically developed
- b. Transitions - coherence between sentences and paragraphs
- c. Paragraph construction - internal consistency of ideas within paragraphs
- d. Conclusions - extent to which conclusions follow and are consistent with earlier statements

**Grade Determination:**

In determining grades for each student, cumulative points will be tallied for each student. Letter grades will be determined according to the following:

- a. The range of A's will be comprised of the scores that fall within 92% to 100% of the total points possible.
- b. The range of B's will be comprised of the scores that fall within 84% to 91% of the total points possible.
- c. The range of C's will be comprised of the scores that fall between 76% to 83% of the total points possible.
- d. The range of D's will be comprised of the scores that fall between 68% to 75% of the total points possible.

**Attendance**

The University currently upholds an attendance policy. You may miss up to two classes without repercussion (because this is a 2-credit course), however, 10 points will be deducted from your overall total points for each class missed beyond two. Exceptions are made for religious holiday, medical emergencies, or family emergencies.

COURSE OUTCOMES

COMPETENCE

**EXIT OUTCOME #1:** Communicates effectively in written and oral form.

**KNOWLEDGE BASE:** The teacher candidate demonstrates well-developed skills in content and pedagogy.

**PERFORMANCE INDICATORS**

- conveys ideas and concepts clearly and engages the attention of the learner, taking into account their learning strengths and specific weaknesses.
- Uses effective nonverbal techniques which are congruent with verbal communication.
- Uses vocabulary appropriate to age level and content through an understanding of learners' communication strengths and limitations.
- Adjusts written communication style to the nature of the task and the understanding of the learner.

**EXIT OUTCOME #2:** Displays ability to assume total responsibility for the classroom

**PERFORMANCE INDICATORS**

- Considers individual differences in determining beginning levels of tasks.
- Demonstrates the ability to analyze a task and reduce it to its component parts and sequence.

**EXIT OUTCOME #3:** Uses appropriate techniques for assessment, both formally and informally.

**PERFORMANCE INDICATORS**

- Assesses students' levels of prerequisite knowledge and skills and uses this information for appropriate planning through knowledge of methods in curriculum-based assessment.
- Matches appropriate assessment methods to the goals set for instruction.
- Designs assessments (e.g. performance, paper and pencil, personal communication) appropriate to both the nature of the task and the learning styles of individual students.
- Assesses student's short term and long term learning.
- Utilizes available diagnostic information in instructional planning.

**EXIT OUTCOME #4:** Uses well developed pedagogical skills in teaching content.

**PERFORMANCE INDICATORS**

- Identifies appropriate benchmarks for students with an understanding of learners' communication, behavioral, as well as academic needs.
- Uses techniques like voice and proximity to motivate students to perform at a level commensurate with their abilities.
- Uses effective techniques for conveying content area to student with an understanding of adapting and/or modifying instructional materials and methods.

**EXIT OUTCOME #5: Provides for classroom management.**

**PERFORMANCE INDICATORS**

- Uses appropriate observational strategies to ensure that students are supervised all the time.
- Deals appropriately and consistently with disruptive behavior through an understanding of positive behavioral management strategies for both group and individual.
- Establishes appropriate standards for classroom behavior in which diversity in learning styles is accommodated.
- Presents a model for desirable behavior.
- Channels student energies into productive energies.
- Develops and implements appropriate consequences for individual misbehavior through an understanding of learner differences.
- Avoids meaningless or inappropriate threats through an understanding of behavioral management strategies.
- Keeps students on task utilizing techniques in effective instructional design and positive behavioral management.
- Uses a variety of classroom management strategies.

**EXIT OUTCOME #6: Uses a variety of teaching materials and equipment creatively and effectively.**

- Prepares and organizes needed equipment and materials in advance accounting for individual learning styles within diverse classroom environments.
- Selects materials and equipment appropriate to lesson outcomes and of individual learning styles.
- Prepares appropriate well constructed materials which are professional in appearance and which incorporate necessary technological apparatus which may be required by learners with various learning needs.
- The teacher candidate understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development based on an understanding typical and atypical child and adolescent development.

**COMMITMENT**

**EXIT OUTCOME #1: Displays professionalism in all interactions within the classroom and in the community**

**KNOWLEDGE BASE: The teacher candidate is a reflective practitioner who continually evaluates the effects of choices and actions and who seeks opportunities to grow professionally.**

**PERFORMANCE INDICATORS**

- Exhibits a positive attitude toward professional responsibilities and fulfills responsibilities promptly through the development of a personal teaching philosophy which includes a responsibility to learners with diverse learning needs.
- Keeps accurate and adequate records which utilize observational strategies and curriculum-based measurement.
- Reconciles personal ethics with school and community expectations.
- Interacts with faculty, students, and staff in a manner that merits respect, uses appropriate language and maintains a professional dress code.
- Maintains confidentiality of all student information, and utilizes guidelines established within PL 94-142 with respect to the confidentiality and due process rights of parents of students with disabilities.
- Follows proper protocol when dealing with administration, faculty, and staff members ( follows proper chain of command within the school district).

**EXIT OUTCOME # 2: Demonstrates broad understandings and affirmation of cultural, ethnic, academic, and socioeconomic diversity.**

**PERFORMANCE INDICATORS**

- Shows fairness, tact, compassion, and respect for individuals through an understanding of typical and atypical child development and an understanding of diverse learning needs.
- Uses good judgement in dealing with students with an understanding of federal laws and guidelines related to student with disabilities.
- Avoids stereotyping students through an understanding of typical and atypical child development and learning styles and communication differences among learners.
- Facilitates development of a positive self-concept for all students.
- Accommodates students of diverse backgrounds and learning styles by utilizing methods of adapting lessons and modifying learning opportunities.

**EXIT OUTCOME #3: Exhibits personal involvement in teaching.**

**PERFORMANCE INDICATORS**

- Recognizes the efforts and achievements of students particularly as they relate to the individual educational programs and transition plans of students with disabilities.
- Projects enthusiasm in teaching which is reflected in voice and action accounting for diverse learning needs among student population.

**EXIT OUTCOME #4: Establishes a positive environment for acceptance of student ideas.**

**PERFORMANCE INDICATORS**

- Values and encourages differences of opinion and utilizes specific methods in attitude change theory as it relates to individuals with diverse learning needs.
- Provides activities allowing a variety of responses through knowledge of individual learning styles and effective instructional strategies.
- Demonstrates a democratic approach within the classroom and encourages the active participation of all students.

**EXIT OUTCOME #5: Accepts suggestions and modifies behavior accordingly.**

**PERFORMANCE INDICATORS**

- Solicits suggestions for improvement by utilizing effective communication skills among peers including those associated with collaborative teaching methods.

**EXIT OUTCOME #6: Serves as a positive role model for students, colleagues and parents.**

**PERFORMANCE INDICATORS**

- Deals with conflict effectively through an understanding of peer collaboration skills and techniques.
- Uses discretion and professionalism in oral and written communication through an understanding of the collaboration and problem-solving processes associated with inclusive schooling practices.
- Demonstrate concern for the needs of others.

**LEARNER**

**EXIT OUTCOME #1: Emphasizes the teaching of learning strategies over rote learning of specific facts and content and encourages active participation in the learning process.**

**KNOWLEDGE BASE:**

The teacher candidate incorporates information about how students learn and develop, and provides learning opportunities that support students' intellectual, social and personal development.

**PERFORMANCE INDICATORS**

- Provides consistent opportunities for critical thinking through an understanding of a student's cognitive and metacognitive development.
- Promotes learning with experiential activities through an understanding of typical and atypical child development and learning styles of students with disabilities.
- Teaches learning strategies appropriate for the content which are appropriate for learners and appropriate in meeting student's transition plans and individual educational programs.
- Uses a variety of instructional strategies that accommodate diverse learners within the classroom.
- Matches teaching strategies to desired learning outcomes, student needs and learning styles.

**EXIT OUTCOME #2:** Applies principles of learning to classroom practice.

**PERFORMANCE INDICATORS**

- Leads students to think critically through skillful questioning, analyzing, synthesizing, and through simulated exercises of questioning techniques.
- Identifies and uses reteaching to reinforce learning based on results of curriculum-based measurement techniques.
- Uses positive reinforcement techniques such as praise, nonverbal cues, and encouragement through an understanding of reinforcement theory for students with diverse learning needs.
- Provides differentiated instruction for varying abilities and interests.
- Previews, summarizes and reteaches as necessary utilizing methods in curriculum-based assessment strategies.
- Encourages student initiated and dominated learning activities through an understanding of cooperative learning activities within heterogeneous classroom settings.
- Involves students in a variety of practical applications of skills.
- Sets reasonable and realistic standards for students based on full knowledge of the individual educational programs of students with disabilities.
- Monitors students academic progress and social behavior and adjusts instruction accordingly through an understanding of methods in curriculum-based assessment.
- Uses wait time appropriately.
- Adapts the physical environment to stimulate learning.
- Creates opportunities for individual and small group interactions.

**EXIT OUTCOME #3:** Demonstrates understanding of the growth and developmental characteristics of students being taught by engaging in developmentally appropriate practices.

**PERFORMANCE INDICATORS**

- Provides appropriate outlets for student energies through an understanding of typical and atypical growth and development.
- Matches activities to attention span of students through an understanding of the specific learning needs of students with particular types of disabilities which impede attention processes.
- Accommodates differences through an understanding of prereferral strategies including incorporating the services of instructional support processes within the school building.
- Recognizes that students develop at their own rate through an understanding of typical and atypical child development.
- Uses developmentally appropriate instructional strategies, content, activities, and materials through an understanding of diversity within the classroom context.

## COLLABORATION

**EXIT OUTCOME #1:** Interacts effectively with all members of the educational community.

**KNOWLEDGE BASE:** The teacher candidate fosters collaboration and supportive interaction within the school community.

### PERFORMANCE INDICATORS

- Uses knowledge and effective communication skills necessary for successful collaboration including co-teaching strategies.
- Emphasizes a positive interaction process with students.
- Uses student input to establish classroom goals, plan activities, evaluate learner outcomes, solve problems and establish classroom rules.
- Shares ideas and works frequently and effectively with other teachers, professionals and interacting agencies through an understanding of collaborative practices and skills as well as barriers associated with the teaming process.
- Engages in discussion with supervisors to resolve problems and plan effective interactions.
- Promotes and participates in the spirit of partnership with faculty, administration and other school personnel.
- Participates in and contributes to the reaching of consensus.
- Uses effective decision making strategies.
- Demonstrates skill and willingness to work with community members and groups when appropriate with an understanding of the essentials of interagency collaboration which is necessary in dealing with students with disabilities.

**EXIT OUTCOME #2:** Encourages collaboration among students.

### PERFORMANCE INDICATORS

- Plans for and uses cooperative learning and teaching strategies through an understanding of cooperative learning strategies and team-building techniques.
- Provides opportunities to develop and implement joint projects which include all students in a diverse learning environment.
- Involves students in cooperative planning and goal setting, particularly as it may relate to the development of an individual educational program or transition plan.
- Uses appropriate grouping patterns to facilitate learning.
- Teaches and uses conflict resolution strategies and models those skills in a consistent manner in daily teaching activities.
- Uses various group learning strategies.
- Uses and teaches interpersonal communication skills.

## CONTENT

**EXIT OUTCOME #1:** Demonstrates firm grounding in academic subject.

**KNOWLEDGE BASE:** The teacher candidate understands the central concepts, tools of inquiry, and discipline to be taught and can create learning experiences that make these aspects of subject matter meaningful for students.

### PERFORMANCE INDICATORS

- Demonstrates depth and breadth of knowledge in the specific discipline and utilizes methods of adaptation and accommodation for students with diverse learning needs.
- Uses practical examples to clarify and explain theoretical constructs.



- Researches current status of content area or particular strategies that may be necessary in meeting the learning needs of all students within the classroom.
- Demonstrates current knowledge of content areas and identifies resources that will be of use in remaining current.

**EXIT OUTCOME #2:** Plans for student engagement in issues, processes, and material related to the subject matter.

**PERFORMANCE INDICATORS**

- Develops comprehensive plans including appropriate outcomes, procedures, materials and activities, particularly the individual educational program and transition plan process associated with students who have disabilities.
- Develops sequential lessons and reinforces previous learning utilizing methods of effective instructional strategies.
- Designs plans that address long-range goals and planned courses of study and address the learning needs of students who may need modifications within the curriculum.
- Provides learning tasks that are appropriate for both age and learning style.
- Provides for student involvement in the assessment process through an understanding of methods of curriculum-based assessment and self-management strategies.

MAIL> extract tt:

From: GROVE::KUZNESKI "JODELL KUZNESKI" 22-NOV-1996 08:28:51.60  
To: JWBUTZOW, RCNOWELL, JWDOMARA  
CC: @UWUCC  
Subj: UWUCC response to your request

Following your attendance at the UWUCC meeting on October 29, the committee had a lengthy discussion of your request to consider the proposals for the new course, EX 301, and the course revision for EX 300 separate from the program revision proposals for all teacher education programs. At the conclusion of our discussion a motion was made and passed. As you (Dr. Butzow) stated in your recent email, you have talked with several UWUCC members who have given several different accounts of the outcome of that meeting. That is indeed my rationale for waiting until the committee met again on November 19 so that the motion could be clarified and the minutes from the October 29 meeting approved.

Now that we have met, I am sharing the committee's decision pertaining to your request.

The UWUCC presents the proposers with two options:

OPTION 1: Utilize the special topics designation (EX281 or 481) for the implementation of the new course as an interim measure until a time when you have the program revision proposals for all the teacher education programs approved. For our consideration of the proposals, letters of support from all affected departments, new catalog copy for all programs, answers to the resource questions previously stated, signatures from all deans and an updated signature from Mark must be included.

OPTION 2: The UWUCC would accept for consideration the proposals for the new course and the course revision with statements of support from all affected departments along with program revisions from the departments that currently require EX 301.

Please contact me if further clarification of these options is needed.

J. Kuzneski