UNIVERSITY OF MARY WASHINGTON – PROGRAM CHANGE PROPOSAL

Electronically submit this completed form with attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
<th>X</th>
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<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Norah Hooper</td>
<td>Date Prepared:</td>
<td>10-10-12</td>
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<tr>
<td>Department /Program:</td>
<td>FLSP Special Education</td>
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Note: for any program change entailing the addition any new courses, or revisions to existing courses, separate proposal for those course actions must also be submitted.

PROPOSAL TO CHANGE EXISTING PROGRAM (check one of the following)

Revise requirements for existing major | X
Revise requirements for a concentration within an existing major
Revise requirements for an existing degree program
Revise requirements for existing certificate program
Revise requirements for existing minor

Implementation Date: FALL semester, year: Fall 2013

REQUIRED ATTACHMENTS FOR CHANGES TO EXISTING PROGRAMS:

1. Rationale statement (Why is this program change needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of the program change are required.)
3. Catalog Copy (Provide the existing Catalog Description and the complete statement of the proposed new Catalog description that reflects the program changes)

PROPOSAL TO CREATE PROGRAM NOT REQUIRING STATE ACTION (check one of the following)

New concentration within existing major | Name:
New minor | Name:
New Major but NOT a new degree* | Name:

*Use ONLY for interdisciplinary majors that will be grouped as part of the “Special Majors/General Liberal Arts and Sciences” degree (CIP Code 24.0101) or reported as a BLS degree (CIP Code 24.0199)

Implementation Date (semester and year):

REQUIRED ATTACHMENTS FOR NEW PROGRAMS NOT REQUIRING STATE APPROVAL:

1. Rationale statement (Why is this additional program needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.)
3. Catalog Copy (Provide the complete Catalog Description for the proposed new program)

Department Chair Approval: __________ Date: 10/10/2012
CCC Chair Approval: Beverly Epps Date: 10/17/2012
Dean Approval: Mary Gendernalik-Cooper Date: 11/2/2012

UCC Chair Approval: ______________________ Date: __________
*Provost Approval: ________________________________ Date: ____________________

*Required only in cases of proposals for new concentrations, new minors, or new majors that do not invol
Program Change – M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education: Adapted Curriculum K-12 Fall 2013

Rationale Statement

The Special Education Adapted Curriculum program and Special Education General Curriculum program share several courses. While the courses related to reading, assessment, behavior, and collaboration work well for both programs, EDSE 521, Language and Literacy for Special Populations, is not working well. The major portion of the course, literacy for adolescents with mild disabilities, does not fit the needs of the adapted curriculum teachers. An examination of the content of other coursework in the program indicates that language, literacy, and other communication issues are well covered in EDCI 507, Early Literacy and Language; EDSE 531, Survey of Special Education; EDSE 539, characteristics of Students Accessing an Adapted Curriculum; and EDSE 541, Goals and Practices for Students Accessing an Adapted Curriculum. The addition of INDT 531 Emerging and Assistive Technologies (see below) will also ensure that candidates gain skill in addressing the language needs of their students.

Currently candidates in the Special Education Adapted Curriculum Initial Licensure Pathway are required to take one of the two basic autism courses: EDSE 537 Characteristics of Students with Autism Spectrum Disorders or EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders

The proposed change is that EDSE 521 be eliminated as a requirement in the M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education: Adapted Curriculum K-12 and that BOTH EDSE 537 and EDSE 538 be added as requirements.

An additional change involves substituting INDT 531, Emerging and Assistive Technologies, for INDT 501, Instructional Technologies. The assistive technologies course is essential for candidates who will be teaching students who have significant communication challenges and who often rely on technology-assisted devices.

Summary:

Make the following changes to the M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education: Adapted Curriculum K-12

ADD to the M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education: Adapted Curriculum K-12
EDSE 537 Characteristics of Students with Autism Spectrum Disorders (3)
AND
EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3)
AND
INDT 531 Emerging and Assistive Technologies (3)

Current course descriptions: (no change)

EDSE 537 – Characteristics of Students with Autism Spectrum Disorders (3)
This course provides educators with data related to disabilities under the category of Autism Spectrum Disorders, with an emphasis on autism, Asperger syndrome, and pervasive developmental disorder not otherwise specified. This course includes a discussion of the core behavioral and secondary characteristics, as well as the known physiological components associated with these disorders. Students learn about the prevalence of the disorders, as well as the common theories on etiologies. Dual diagnoses, co-morbidity, and medical issues are discussed. Additionally, a review of the characteristics across the lifespan, from infancy and childhood through adulthood, is provided. Family concerns and considerations are discussed in the context of age, development, and need for support.
EDSE 538 – Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3)
This course teaches educators how to review assessment data to choose and implement effective teaching strategies and curricula for students with Autism Spectrum Disorders. This course reviews current research-based strategies used to support students with autism in the areas of communication, sensory issues, social skills, and academic learning. Interventions covered include structured teaching, social skill development, aspects of applied behavior analysis, language/communication interventions, and sensory integration. Educators gain exposure to various curricula to support students in these areas.

INDT 531 – Emerging and Assistive Technologies (3)
This course explores emerging and assistive technologies with appropriate application of learning theories. Students investigate and analyze innovative instructional technologies to determine their value in learning environments. Assistive technology and its application within instructional programs to assist those with disabilities are examined. Students identify legislation, theory, and best practices associated with technology-based instruction and information as it relates to emerging and assistive technologies.

**REMOVE from the M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education: Adapted Curriculum K-12**

EDSE 521 Language and Literacy for Special Populations
INDT 501 Instructional Technologies

**Impact Statement**

There is no change in the total number of credits. Since these courses are already offered, there is no additional impact on any university resources.
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDCI 500 Teaching and the Development of the Learner</td>
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<td>(3 credits)</td>
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<td>EDCI 506 Foundations of American Education</td>
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<td>(3 credits)</td>
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<tr>
<td>EDCI 507 Early Literacy and Language Development</td>
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<td>(3 credits)</td>
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<tr>
<td>EDSE 521 Language and Literacy for Special Populations</td>
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<td>(3 credits)</td>
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<td>EDCI 533 Positive Approaches to Behavior Management</td>
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<td>(3 credits)</td>
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<td>EDSE 539 Characteristics of Students Accessing an Adapted Curriculum</td>
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<td>(3 credits)</td>
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<tr>
<td>EDCI 541 Goals and Practices for Students Accessing Adapted Curriculum</td>
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<td>(3 credits)</td>
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<tr>
<td>INDT 501 Instructional Technologies</td>
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<td>(3 credits)</td>
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<tr>
<td>EDCI 550 M.Ed. Initial Licensure Internship</td>
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<td>(6 credits)</td>
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Field experiences are embedded in the following courses: EDCI 507, EDSE 521, EDSE 539, and EDSE 541.