UNIVERSITY OF MARY WASHINGTON – PROGRAM CHANGE PROPOSAL
Electronically submit this completed form with attachments to the Chair of the College Curriculum Committee.

COLLEGE (check one): Arts and Sciences Business Education X
Proposal Submitted By: Norah Hooper Date Prepared: 10-10-12
Department /Program: FLSP Special Education

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: 10/17/201
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
Rationale Statement

It is proposed that candidates in the Special Education General Curriculum program be given a choice of two possible technology courses: INDT 501 Instructional Technologies, and INDT 531, Emerging and Assistive Technologies.

Currently the program specifies INDT 501 as the required technology course. Many of the candidates complete this course, which fully meets their needs. Other students, however, have an interest in assistive technology solutions for students with mild disabilities and/or are interested in completing the autism certificate. For them, INDT 531 is more appropriate.

Summary:

Provide a choice of two possible technology courses for candidates in the Special Education General Curriculum Pathway:

INDT 501 – Instructional Technologies (3)
This course provides an overview of the design, development, integration, and evaluation of instructional technologies and associated instructional strategies. Ethical and legal issues, communicating and accessing information, evaluating hardware/software, and meeting the needs of diverse learners are reflected in course projects. Students develop a digital portfolio of artifacts that demonstrates attainment of technology skills and implementation of theories of learning related to the integration of technology to improve performance. The competencies addressed reflect State (TSIP), national standards (NETS, ISTE), and/or standards established by the American Society of Training and Development (ASTD).

OR

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. The competencies addressed reflect State (TSIP), national standards (NETS, ISTE), and/or standards established by the American Society of Training and Development (ASTD).

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.
### M.Ed. Initial Licensure Post-Baccalaureate Pathway: Special Education: General Curriculum K-12

#### PROGRAM COURSE SEQUENCE

**Professional Studies Courses, Special Education: General Curriculum**

The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program, General Curriculum:

- **EDCI 500 Teaching and the Development of the Learner (3 credits)**
- **EDCI 506 Foundations of American Education (3 credits)**
- **EDCI 507 Early Literacy and Language Development (3 credits)**
- **EDSE 511 General and Special Education Goals and Practices: Middle and Secondary (3 credits)**
- **EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)**
- **EDSE 521 Language and Literacy for Special Populations (3 credits)**
- **EDSE 533 Positive Approaches to Behavior Management (3 credits)**
- **INDT 501 Instructional Technologies (3 credits)**

**EDCI 550 M.Ed. Initial Licensure Internship (6 credits)**

Field experiences are embedded in the following courses: EDCI 507, EDSE 511, EDSE 519, and EDSE 522

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- **EDSE 521 Language and Literacy for Special Populations (3 credits)**
- **EDSE 533 Positive Approaches to Behavior Management (3 credits)**
- **INDT 501 Instructional Technologies (3 credits)**

**INDT 501 Instructional Technologies (3 credits) OR**

**INDT 531 – Emerging and Assistive Technologies (3 credits)**

**EDCI 550 M.Ed. Initial Licensure Internship (6 credits)**

Field experiences are embedded in the following courses: EDCI 507, EDSE 511, EDSE 519, and EDSE 522