UNIVERSITY OF MARY WASHINGTON – EXPEDITED COURSE CHANGE PROPOSAL
Submit this form electronically, beginning with the first required level of review (department or college level). Each level of review passes the form and any attachments to the next level when the action is approved.

Submitted by: Victoria Russell, Jennifer Walker, Roberta Gentry
Date Prepared: December 11, 2015

Department/Discipline(s) and Course Number(s):
- College of Education – Special Education – EDSE 390

Course Title: Survey of Special Education: Characteristics and Legal Issues

Type of change (check all applicable):
Number* _____ Title_____ Credits_____ Description____X__ Prerequisites _____ Deletion_____ Cross list** _____
*This course number must be approved by the Office of the Registrar before the proposal is submitted.

**To cross list courses between departments/colleges, there should be two cover sheets submitted with the proposal – one by the chair of each department with signatures from the relevant College Curriculum Committee Chair.

Effective Date: FALL Semester, Year ___ Fall 2016________________________________

Current Catalog Entry
Prerequisite: EDUC 203 or 204. This course presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial, and ethical issues involved. Field experience is required.

Proposed Catalog Entry (suggested length – less than 50 words)
Prerequisite: EDUC 203 or 204. This course presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial, and ethical issues involved.

JUSTIFICATION (including impact on majors, minors, concentrations, and general education courses within the University curriculum; attach additional pages if required). Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.

Currently, 80-85% of undergraduate professional studies coursework for special education program 5-year students requires field experiences. As a College, we struggle to find qualified special education placements and mentors to meet this demand. EDSE 390 is an introductory program course that does not require field experiences to meet course objectives. The goals related to field experiences may be replicated through current technologies, case studies, and other simulated in-class experiences. Students will be able to apply knowledge and skills acquired in EDSE 390 through field experiences undertaken in more advanced coursework.

TRANSITION PLAN (describe how will students who are in Catalogs where the course is required for a major be accommodated; attach additional pages if required).
Students receive information during advising sessions regarding the program requirements, including the timing of course field experiences.
Expedited course changes are posted for a 10-class day comment period. If no comments are raised during that time, the proposal becomes final. All expedited proposals approved in this way will be noted on the UCC web site.

If comments are raised, the proposal may be reviewed by the UCC and then approved or it may be returned to the CCC for additional deliberation (as required).