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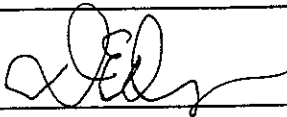
CURRICULAR ACTION

SIGNATURE PAGE

(Use for forms 1, 2, 3, 4, 6, and 8)

GRADUATE OFFICE Description of Action: Change in Submajor Course # (if applicable):

Program or Course Title: Cognitive Disabilities

|   |  |                    |
|---|--|--------------------|
|  |  | <u>12-14-98</u>    |
| Proposal Sponsor  |  | Date of Submission |
| <u>Richard Lombard</u>  | <u>Spec Educ</u>   | <u>12-15-98</u>    |
| Chair of Sponsoring Department  | Department   | Approval Date      |
| <u>Lawrence M. Keener</u>   |  | <u>4-14-99</u>     |
| Chair, College Curriculum Committee   |  | Approval Date      |
| <u>Lawrence M. Keener</u>   | <u>Education</u>   | <u>4-14-99</u>     |
| Asst. Dean of College   | College  | Approval Date      |
| <b>For Undergraduate Actions:</b>   |  |                    |
| If a course is to be considered as a Diversity option:                            |  |                    |
| _____   | <input type="checkbox"/> Recommended                       | _____              |
| Chair, Diversity Committee  | <input type="checkbox"/> Not Recommended                   | Date               |
| If a course is to be considered as a General Education option:                    |  |                    |
| _____   | <input type="checkbox"/> Recommended                       | _____              |
| Chair, General Education Committee  | <input type="checkbox"/> Not Recommended                   | Date               |
| _____   | <input type="checkbox"/> Received for Recording            | _____              |
| _____   | <input type="checkbox"/> Approved                          | _____              |
| Chair, University Curriculum Committee  | <input type="checkbox"/> Not Approved                      | Date               |
| _____   | <input type="checkbox"/> Received for Recording            | _____              |
| _____   | <input type="checkbox"/> Approved                          | _____              |
| Chair, Faculty Senate   | <input type="checkbox"/> Not Approved                      | Date               |
| <b>For Graduate Actions:</b>  |  |                    |
| <u>DRC Tu</u>   | <input checked="" type="checkbox"/> Received for Recording | <u>4/15/99</u>     |
| Graduate Council  | <input checked="" type="checkbox"/> Approved               | Date               |
| _____   | <input type="checkbox"/> Not Approved                      | _____              |
| <b>Received:</b> <u>DR</u>  |  | <u>20/4/99</u>     |
| Provost and Vice Chancellor   |  | Date               |

CURRICULUM PROPOSAL FORM #2  
UNIVERSITY OF WISCONSIN-WHITEWATER

CHANGE IN A DEGREE, MAJOR, OR SUBMAJOR

Check Exactly One:

Change In: \_\_\_\_\_ Degree                      \_\_\_\_\_ Major                      xx Submajor

Deletion of:    \_\_\_\_\_ Major                      \_\_\_\_\_ Submajor

Total Number of Credits in Program (if change in):

27-33 Before Change                      27-33 After Change

OLD Program Title: Mild/Moderate & Severe/Profound Mental Retardation  
NEW Program Title Cognitive Disabilities

Sponsor(s): Diane E. Ormsby, Ed.D.

Department(s): Special Education

College(s): Education

Other Programs Affected: NONE

Effective Term: \_\_\_\_\_

Attach the following:

- I. Exact description of request    See attached
- II. Relationship to mission and strategic plan of institution, and/or  
College/Department goals and objectives                      See attached
- III. Rationale                      See attached
- IV. Cost implications                      See attached

I. Exact description of request

FROM:  
Mild/Moderate & Severe/Profound  
Mental Retardation (M.S.E.)

COMMON BODY OF KNOWLEDGE -  
0 - 34 CREDITS

1. SELECT 0-34 CREDITS FROM COURSES  
420-243, 424-424/624, 424-425/625, 423-212,  
423-222, 423-322/522, 423-478/678, 432-360,  
437-466, 432-461, 432-460, 432-774, 437-466,  
430-425/625, 437-628, 480-336/536, 480-406/  
606, 480-426/626, 480-466/666, 489-210,  
489-410, 510-355/555.

STUDENTS WITHOUT UNDERGRADUATE  
OR PREVIOUS GRADUATE WORK IN THE  
AREA OF COMMON KNOWLEDGE MAY BE  
REQUIRED TO TAKE COURSEWORK FROM  
THE ABOVE.

COURSES MUST BE SELECTED IN  
CONSULTATION WITH ADVISER.

TO:

Cognitive Disabilities (M.S.E.)

COMMON BODY OF KNOWLEDGE  
0 - 39 CREDITS

1. SELECT 0-39 CREDITS FROM COURSES  
420-423, 424-424/624 OR 424-425/625,  
423-212 OR 423-222 OR 423-322/522 OR  
423-478/678, 432-360 OR 432-361, 437-466  
OR 432-461 OR 432-460 OR 432-774,  
430-425/625 OR 437-628, 480-336/536,  
480-406/606, 480-426/626, **480-458/658**,  
480-466/666, 489-210, 489-410, 510-355/555.

STUDENTS WITHOUT UNDERGRADUATE  
OR PREVIOUS GRADUATE WORK IN THE  
AREA OF COMMON KNOWLEDGE MAY BE  
REQUIRED TO TAKE COURSEWORK FROM  
THE ABOVE.

COURSES MUST BE SELECTED IN  
CONSULTATION WITH ADVISER.

**Highlighted areas indicate a change or an  
addition.**

FROM:

**E. MILD/MODERATE & SEVERE/PROFOUND MENTAL RETARDATION – 27-33 CREDITS**

1. COMPLETE AT LEAST 9 CREDITS FROM
  - 480-772 LIFESPAN ISSUES IN SPECIAL EDUCATION
  - 480-773 CONSULTATION TECHNIQUES FOR SPECIAL EDUCATORS
  - OR
  - 480-740 PROFESSIONAL SKILLS DEVELOPMENT IN EC:EEN**
  - 480-780 RESEARCH LIT IN SEVERE DISAB
  - OR
  - 480-781 RESEARCH LIT IN MILD DISAB
2. 489-725 FIELDWORK WITH EXCEPTIONAL CHILDREN (3 CR.)
3. SELECT 6 CREDITS FROM:
  - a. 489-789A PRACTICUM: MR-ELEM (5 CR)
  - OR
  - 489-789B PRACTICUM: MR-SEC (5 CR)
  - OR
  - 489-789H PRACTICUM: SEVERE & PROFOUND HANDICAPPED (5 CR)**
  - AND
  - 480-784 INSERVICE SEMINAR (1 CR)
  - OR
  - b. **480-784 INSERVICE SEMINAR (1 CR)**
  - AND
  - 489-793 PRACTICUM (5 CR)
4. SELECT AT LEAST 15 CREDITS FROM COURSES:
  - 480-556 INTRO – MR
  - 480-576 MEDICAL ASPECTS OF DISAB
  - 480-622 CURRIC METHODS & ADMIN EC,EEN
  - 480-657 CURRIC METHODS – MR-ELEM
  - 480-659 CURRIC METHODS – MR-SEC**
  - 480-660 ED STUDENTS WITH SEVERE E/BD
  - 480-661 ED DIAG & ASSESS EC;EEN & SPH**
  - AND/OR
  - 480-662 ED DIAG & ASSESS – LD, E/BD, MR
  - 480-665 CURRIC METHODS-MODERATE HANDICAP
  - 480-676 CURRIC METHODS & MAT WITH MULTIPLE DISAB

Highlighted courses indicates course eliminated or format changed

TO:

**E. COGNITIVE DISABILITIES – 27-33 CREDITS**

1. COMPLETE AT LEAST 9 CREDITS FROM
  - 480-772 LIFESPAN ISSUES IN SPECIAL ED
  - 480-773 CONSULTATION TECHNIQUES FOR SPECIAL EDUCATORS
  - 480-780 RESEARCH LIT IN SEVERE DISAB
  - OR
  - 480-781 RESEARCH LIT IN MILD DISAB
2. 489-725 FIELDWORK WITH EXCEPTIONAL CHILDREN (3 CR)
3. SELECT 6 CREDITS FROM:
  - a. 489-789A PRACTICUM CD-ELEM (5 CR)
  - OR
  - 489-789B PRACTICUM CD-SEC (5 CR)
  - AND
  - 480-784 INSERVICE SEMINAR (1 CR)
  - b. 489-793 INSERVICE PRACTICUM (5 CR)
  - AND
  - 480-784 INSERVICE SEMINAR (1 CR)
4. SELECT AT LEAST 15 CREDITS FROM COURSES:
  - 480-556 INTRO – CD**
  - 480-576 MEDICAL ASPECTS OF DISAB
  - 480-657 EL – C/M COG DISABIL ACADEM**
  - 480-659 SEC – C/M COG DISABIL ACADEM**
  - 480-662 ED DIAG & ASSESS – LD, E/BD, CD
  - 480-665 C/M: CD-FUNCTIONAL
  - 480-676 CURRIC.METHODS & MAT WITH MULTIPLE DISAB

Highlighted courses indicates course Title changes

**Relationship to mission and strategic plans of institution, and/or**

**College/Department goals and objectives:** Consistently relates to the UWW, College of Education and Department of Special Education Mission Statements.

**Rationale:** During 1996, Wisconsin Department of Public Instruction (DPI) questioned the issuing of two teaching licenses in the area of cognitive disabilities (mental retardation) i.e. mild/moderate (806 license) and severe/profound (807 license) when only one university (UWW) offered the 807 license. Additionally, DPI had been receiving reports from the field about concerns regarding teachers with an 806 teaching license (Cognitive Disabilities-Mild/Moderate) not being prepared adequately to work with children with more significant cognitive and multiple disabilities. Please note that teachers with an 806 (mild/moderate) license are eligible to teach children with severe/profound disabilities. As reported by Sandra Berndt of DPI, a work group was put together to investigate these concerns and they made the following recommendation to Dr. John Benson: **Return to issuing only one cognitive disabilities license (810) at either the elementary (K-9) or secondary level (6-12). Since the new license (810) would allow teachers to teach children functioning at all levels of cognitive disabilities, this work group anticipated that additional course work would be required of university students working towards an 810 license.** These recommendations were written into rule language and went through the legislative hearing process during Spring 1997. The revised rules went into effect Summer 1997.

Cost Implications: None

**Relationship to mission and strategic plans of institution, and/or College/Department goals and objectives:** Consistently relates to the UWW, College of Education and Department of Special Education Mission Statements.

**Rationale:** During 1996, Wisconsin Department of Public Instruction (DPI) questioned the issuing of two teaching licenses in the area of cognitive disabilities (mental retardation) i.e. mild/moderate (806 license) and severe/profound (807 license) when only one university (UWW) offered the 807 license. Additionally, DPI had been receiving reports from the field about concerns regarding teachers with an 806 teaching license (Cognitive Disabilities-Mild/Moderate) not being prepared adequately to work with children with more significant cognitive and multiple disabilities. Please note that teachers with an 806 (mild/moderate) license are eligible to teach children with severe/profound disabilities. As reported by Sandra Berndt of DPI, a work group was put together to investigate these concerns and they made the following recommendation to Dr. John Benson: **Return to issuing only one cognitive disabilities license (810) at either the elementary (K-9) or secondary level (6-12). Since the new license (810) would allow teachers to teach children functioning at all levels of cognitive disabilities, this work group anticipated that additional course work would be required of university students working towards an 810 license.** These recommendations were written into rule language and went through the legislative hearing process during Spring 1997. The revised rules went into effect Summer 1997.

Cost Implications: None