

Curriculum Committee

Academic Year 2014-2015



New Course Proposal

School or Division	School of Education
Program or Certificate or	BS, Elementary Education
New degree or certificate program	List new degree or certificate program here
Proposed by (faculty only)	Regina Miller
Presenter (faculty only)	Regina Miller
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	1/9/2015
Course prefix, number, and title	EEX 2020 Issues and Trends in Special Education

Section I, New Course Information (must complete all items)

List School or Division	School of Education
List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	Minimum Grade "C/Instructor Approval
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)	No
List course corequisites	
Is any corequisite for this course listed as a corequisite on its paired course? (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032)	
Course credits or clock hours	2
Contact hours (faculty load)	2
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Course description (provide below)	
This professional teacher education course is designed to cover principles in exceptional student education instruction and topics including legislation, collaboration, documentation, accommodations, assistive technology, and Universal Design for Learning (UDL). This course is designed as an elective for baccalaureate level education students or teachers seeking re-certification.	

Received

JAN 14 2015

Human Resources

General topic outline (type in outline below)

- Exceptional Student Legislation
- Classroom Collaboration for Exceptional Students
- Documentation in Exceptional Student Education
- Accommodations and Assistive Technology
- Universal Design for Learning (UDL)

Learning Outcomes: For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

Learning Outcomes	Assessments	General Education Competencies
<ul style="list-style-type: none"> • Teacher candidates will summarize the history of special education. 	Infographic	
<ul style="list-style-type: none"> • Teacher candidates will compare IDEA 2004, Section 504, and ADA (1990) 	Case Study	
<ul style="list-style-type: none"> • Teacher candidates will identify various co-teaching models. 	Case Study	
<ul style="list-style-type: none"> • Teacher candidates will describe the key components necessary for effective collaboration and communication. 	Case Study	COM
<ul style="list-style-type: none"> • Teacher candidates will 	Brochure	

<p>identify instructional or behavioral strategies for working with students who have disabilities and who are ELL/CLD.</p>		
<ul style="list-style-type: none"> Teacher candidates will discuss how to prevent disproportionality in special education. 	Brochure	
<ul style="list-style-type: none"> Teacher candidates will identify students who are eligible for services under IDEA 2004 or Section 504. 	Case Study	
<ul style="list-style-type: none"> Teacher candidates will identify implications for current teaching practices. 	Guided Reflection	
<ul style="list-style-type: none"> Teacher candidates will create a presentation to summarize and synthesize findings related to state legal requirements, and assistive technologies. 	WebQuest	TIM
<ul style="list-style-type: none"> Teacher candidates will conduct a simple FBA and write a commensurate BIP. 	Behavioral Intervention Plan	
<ul style="list-style-type: none"> Reformat a lesson plan to incorporate Universal 	Lesson Plan	

Design for Learning strategies.		
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ICS code for this course	ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	Yes ELED, SEDM, SEDB, MEDM, MEDS, LAED
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No If repeatable, list maximum number of credits
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	

Section II, Justification for proposal

Provide justification (below) for this proposed curriculum action

This course will assist teacher candidates and graduates with knowledge about Exceptional Student Education. This course may be taken in addition to the required EEX course in any of the six education programs. It is also designed to meet the new legislation regarding re-certification needs of educators.

Section III, Important Dates and Endorsements Required

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).


Joycellen Rollins
Anne Angstrom, Ph.D.
James Devine (adjunct)
Kristina Kaye (adjunct)

NOTE: Changes for the Fall 2015 term must be submitted by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

Term in which approved action will take place	Exception, requires approval before submission to the Curriculum Committee
Exception to term (other than Fall 2015)	Summer 2015
Provide an explanation below for the requested exception to the Fall 2015 start date.	
Many graduates and area district teachers will need to take this course this summer to meet their certification requirements for the Fall.	

Any exceptions to the term start date (other than Fall 2015) requires the signatures of the Academic Dean or Assistant Vice President and the Provost and Vice President, Academic Affairs prior to submission to the Dropbox.

Dean or Assistant Vice President	Signature	Date
Erin E. Harrel, Ph.D.	Erin E. Harrel, Ph.D.	1/9/2015

Provost and VPAA	Signature	Date
Dr. Denis G. Wright		1/12/15

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator	Joyce Rollins	1/9/2015
Academic Dean or Assistant Vice President	Erin Harrel, Ph.D.	1/9/2015
Dean's Council Representative	Dr. Mary Myers. MRF	2/3/15

Select Curriculum Committee Meeting Date	February 27, 2015
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Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

- Document Manager
- VP Academic Affairs
- Curriculum Process Documents

Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 9, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.