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| --- | --- |
| **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)**

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| **List School or Division** | School of Education |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | Instructor Approval Required |
| **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. Students must pass this course with a “C” or better. |

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| **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.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| * Teacher candidates will summarize the history of special education.
 | Inforgraphic |  |
| * Teacher candidates will compare IDEA 2004, Section 504, and ADA (1990)
 | Case Study |  |
| * Teacher candidates will identify various co-teaching models.
 | Case Study |  |
| * Teacher candidates will describe the key components necessary for effective collaboration and communication.
 | Case Study | COM |
| * Teacher candidates will identify instructional or behavioral strategies for working with students who have disabilities and who are ELL/CLD.
 | Brochure |  |
| * Teacher candidates will discuss how to prevent disproportionality in special education.
 | Brochure |  |
| * Teacher candidates will identify students who are eligible for services under IDEA 2004 or Section 504.
 | Case Study |  |
| * Teacher candidates will identify implications for current teaching practices.
 | Guided Reflection |  |
| * Teacher candidates will create a presentation to summarize and synthesize findings related to state legal requirements, and assistive technologies.
 | WebQuest | TIM |
| * Teacher candidates will conduct a simple FBA and write a commensurate BIP.
 | Behavioral Intervention Plan |  |
| * Reformat a lesson plan to incorporate Universal Design for Learning strategies.
 | Lesson Plan |  |

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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".** | YesELED, 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 | NoIf repeatable, list maximum number of credits  |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **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.** |
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**Section II, Justification for proposal**

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| **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**

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

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| **Term in which approved action will take place** | Exception, requires approval before submission to the Curriclum 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.  |

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| **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 |  |  |

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| **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 | 2/3/2015 |

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| **Select Curriculum Committee Meeting Date** | February 27, 2015 |

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.