Code # ED66 (2014) REV 3

**New/Special Course Proposal-Bulletin Change Transmittal Form**

☒ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| ☒**New Course or** ☐ **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2014 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ELSE 4143

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Curriculum Programming for Exceptional Learners

Curr Prog Except Learners

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Models, theories, philosophies, and research methods for evidence-based practices in special education.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

No

b. Why?

This is an introductory course and it does not require prior knowledge.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Email Address, Phone Number)

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11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? Yes.

If yes, what program?

Special Education K-12

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No.

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

In accordance with the changes proposed by the State of Arkansas to propose an initial special education program, the School of Teacher Education and Leadership developed an undergraduate BSE K-12 Special Education program. This program will be administered by the special education faculty in the School of Teacher Education and Leadership. The course will be offered after prerequisites are completed. This course does not affect any other undergraduate program. Therefore, this course is needed to satisfy BSE degree requirements in the Special Education program.

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Exceptional Educators at all levels are often called upon to be content experts in many areas while also providing accommodations and modifications for diverse students. The course will primarily focus on demonstrating knowledge of models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This will include knowledge related to information sources, data collection, and data analysis strategies as well as how to foster environments supportive of continuous instructional improvement. Candidates will demonstrate the above competencies through the successful completion of a Collaborative Interdisciplinary Unit, individual lessons plans utilizing differentiated instruction, a Best Practices research paper and presentation, and a reflective blog analysis. Additionally, students will participate in several in-class and group assignments to meet other course requirements.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is a required course in Arkansas State University’s K-12 Special Education degree and licensure program. The B.S. Ed program is an approved program by the Arkansas State Department of Education and accredited by the Council for the Accreditation of Educator Preparation. Thus, the course content has been developed with reference to the licensure and accreditation standards for K-12 Special Education identified by the State of Arkansas, the Council for Exceptional Children, and the National Association for the Education of Young Children. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. In addition, the course has been developed to be congruent with the mission of the College of Education and Behavioral Science as a unit. Specifically, the course addresses the College’s commitment to families and communities, to research-based practices, and to social justice.

c. Student population served.

Undergraduate students enrolled in the Special Education program who have met the course pre requisites at Arkansas State University

d. Rationale for the level of the course (lower, upper, or graduate).

This course will be considered for upper level undergraduate students who demonstrate an appropriate knowledge base of the characteristics of individuals with exceptional learning needs. Candidates will be required to design learning environments and apply behavior management techniques for making positive changes to improve the student’s academic, social, and affective behaviors..

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |
| --- | --- | --- |
| Week | Topic  Assigned Reading | Assignment Due |
| 1 | Introduction to Integrated Curriculum and Interdisciplinary Thematic Units | First Day Assignment |
| 2 | Understanding Your Students |  |
| 3 | Adapting to Individual Differences |  |
| 4 | Backwards Design: Beginning with the End in Mind | Best Practices in Integrating Curriculum-Research Paper and Presentation |
| 5 | Initiating an Interdisciplinary Thematic Unit |  |
| 6 | Initiating an Interdisciplinary Thematic Unit |  |
| 7 | Developing Objectives | Individual Lesson Plan |
| 8 | Assessing Student Learning |  |
| 9 | What Does a Good Rubric Look Like? |  |
| 10 | Evaluating Student Progress | Collaborative Interdisciplinary Unit |
| 11 | Building Culturally Responsive Family-School Partnerships: Essential Beliefs, Strategies, and Skills |  |
| 12 | Completing Your ITU: Finalizing Activities and Units |  |
| 14 | Completing Your ITU: Finalizing Activities and Units | Individual Interdisciplinary Unit |
| 15 | Presentation of ITU |  |
| 16 | Final Reflections | Reflection& Final Reflective Analysis |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. **Readings:**

The course reading assignments will consist of a series of professional journal articles, textbook, and other resources as needed to complete class projects and papers.

1. **Best Practices in Integrating Curriculum - Research Paper and Presentation** (300 pts) (PowerPoint) - Students will be required to extensively research best practices associated with their content area (i.e. elementary areas, high school chemistry, middle school mathematics) and construct a PowerPoint presentation based on a brief traditional research paper on the exemplary practices they find. You should search online scholarly and peer reviewed journals in your field. Examples of best practices in the classroom to help you do an effective presentation will be available.
2. **Individual Lesson Plan** Utilizing Differentiated Instruction (100 pts) - You will be required to individually plan and develop three direct instruction lesson plans to be included in your interdisciplinary unit based on your content area or the area you and your partner negotiate. The lesson plan format will be prescribed by the instructor. Former examples of exemplary lesson plans will be provided. The final product should be saved as a Microsoft Word document. There is not a page limit to this project, since resource availability varies by discipline. A qualitative professional analysis, based on a rubric, will be used to grade this project. Students will present their lesson plan to the class in discussions section.
3. **Collaborative Interdisciplinary Unit** (300 pts) - You will be required to plan and develop an interdisciplinary unit with at least one colleague. The unit WILL include full lesson plans in each subject area. I will provide exemplars for you to review and gain an understanding of the requirements. The final product should be saved as a PowerPoint with presentation notes attached. There is not a slide limit to this project, since resource availability varies by discipline. A qualitative professional analysis, based on a rubric, will be used to grade this project. Students will submit their interdisciplinary unit to their peers in the discussion section under the appropriate topic as a PowerPoint. Examples will be provided to guide you through this process.
4. **Reflections & Final Reflective Analysis:** (200 pts) - You will include reflections throughout the class. Reflections will be submitted every other week via a blog posting and will be evaluated as a single product. The first two submissions will focus on your experiences and processing of the class concepts. The final reflection will include an analysis of integrated curriculum and suggestions for how to use this knowledge in your future classroom
5. **Class Discussions** (100 pts) - You will be graded for your class participation during the entire semester throughout the threaded discussions. Your participation grade is based on active involvement for every assignment and discussion session. Your participation in the discussions includes reading what your classmates have posted in a timely manner and responding to classmates discussion entries. Further directions for collaborative activities are provided within the content of the course.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The candidate will participate in a total of 30 field experience hours in one special education classroom (self-contained; mild-moderate exceptional learning needs)

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Course will be taught by existing faculty. Several current faculty members are competent to teach this course.

20. What is the primary intended learning goal for students enrolled in this course?

Candidates will be able to integrate instruction in all content areas for students with exceptional learning needs.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Textbook

Tomlinson, C.A., & McTighe, J. (2014). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. (1st ed.). Upper Saddle River: Pearson

Additional reading

Additional readings may be assigned from current issues of *The Council for Exceptional Children, The Journal of Applied Behavior Analysis,* and *The Journal of Special Education*.

b. Number of pages of reading required per week: 25-30

c. Number of pages of writing required over the course of the semester: 25

22. High-Impact Activities (Check all that apply)

☒Collaborative assignments

☒Research with a faculty member

☒Diversity/Global learning experience

☒Service learning or community learning

☐Study abroad

☐Internship

☐Capstone or senior culminating experience

☐Other Explain: Candidates in this course will be afforded the opportunity to work a range of disabilities in various exceptional education settings. The activities in this course will focus on the CEC standards as well as the frameworks for teaching.

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

The candidate will demonstrate understanding of an evidence-based practice in special education.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Research, presentation, and reflections.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Candidates will produce a research paper based on one identified instructional evidence-based practice in special education which will be assessed by the Research Paper Scoring Rubric.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

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Learning Activity:

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Assessment Tool:

**Outcome #3**:

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Learning Activity:

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Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

☐Minimally  
☐Indirectly  
☒Directly

* 1. Thinking Critically

☐Minimally  
☐Indirectly  
☒Directly

* 1. Using Technology

☐Minimally  
☐Indirectly  
☒Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.