Code # ED71 (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

|  |
| --- |
| ☒**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.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**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 4193

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).

Special Education Law and Procedures

SPED Law and Procedures

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 (web assisted)

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.

 The special education classification process, and laws and cases impacting 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 prerequisites

Restricted to students with a major in Special Education

b. Why?

No prerequisites are required since this course is restricted to Special Education majors. .

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

Fall2015

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

Cindy M. Nichols cmnichols@astate.edu 972-2916

11. Proposed Starting Term/Year

Fall 2015

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

If yes, what program?

Bachelor of Science in Special Education

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.

Enter text...

15. Justification should include:

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

This course is designed to educate, train and prepare undergraduate students who plan to teach in special education classrooms. Students are expected to attain evidence-based knowledge and skills that will aide them in interpreting and following the laws and procedures governing special education programs while serving students with exceptionalities and their families

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.

Undergraduates seeking a teaching career and licensure in special education..

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

Major required course in the junior year for the BS in Special Education curriculum.

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 1 History of Special Education Law

Week 2 IDEA – 6 principles

Week 3 Section 504

Week 4 American with Disabilities Act

Week 5 Elementary and Secondary Education Act

Week 6 FAPE

Week 7 Special Ed. Process: Identification, Assessment, Evaluation

Week 8 Special Ed. Process: IEP

Week 9 Special Ed. Process: LRE

Week 10 Special Ed. Process: Procedural Safeguards

Week 11 Disciplining Students with Exceptionalities

Week 12 Other Issues: RTI, FERPA, HIPPA, Transition

Week 13 Special Education Paperwork Process-ADE Website

Week 14 Special Education Paperwork Process-ADE Website and Preparing for the Praxis

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

 Class Discussions, Videos, Case Studies, and Quizzes

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

None

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

Current faculty will teach this course..

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

Students will understand and follow special education laws and procedures.

21. Reading and writing requirements:

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

Yell, Mitchell L. (2012). The Law and Special Education, 3rd Edition. Upper Saddle River, NJ: Pearson, Prentice-Hall

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

c. Number of pages of writing required over the course of the semester: 30

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

XOther Explain: Case Studies, Paper.

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 student will be able to demonstrate knowledge of the key federal and state laws impacting special education

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

Class Discussions, Videos, Case Studies.

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

 Students will write a paper comparing and contrasting the key laws that impact special education procedures, which will be graded by a rubric.

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

**Outcome #2:**

Learning Activity:

)

Assessment Tool:

Grading Rubric will be used to assess the case study.

**Outcome #3**:

..

Learning Activity:

w.

Assessment Tool:

.

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

* 1. Global Awareness

X Minimally
 Indirectly
☐Directly

* 1. Thinking Critically

☐Minimally
☐Indirectly
 XDirectly

* 1. Using Technology

☐Minimally
☐Indirectly
 XDirectly

**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.