Code # ED72 (2014) REV 3

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

☐x **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

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| --- |
| ☐x**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.*  |

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| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 4203

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).

FAMILY AND COMMUNITY SYSTEMS

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.

 Strategies for developing culturally appropriate family-professional partnerships to benefit children with special needs.

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?

Be admitted into the Special Education Teacher Program

b. Why?

Students will need to be admitted into the Education program before taking the course. This course is specifically for teachers.

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

Fall

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

Annette Hux, Chair, School of Teacher Education and Leadership

11. Proposed Starting Term/Year

Fall 2015

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

If yes, what program?

K-12 Undergraduate 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)

The student will gain the skills to:

Discuss theories and research supporting a family-centered approach to special education.

Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.

Analyze personal values, beliefs and cultural biases that influence their work with families.

Describe underlying principles and ways to work with families that are both effective and enabling.

Identify strategies that support and assist families to identify their priorities, resources, and concerns for their children with special needs.

Create tailored opportunities for collaborating with families in the ongoing education of children with special needs.

Utilize family systems theory to describe and understand family perspectives.

Identify specific components of IDEA that support family voices in the special education process.

Adopt a strengths-based problem solving perspective when analyzing dilemmas related to partnering with 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.Sed 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. These standards include:

1. The ability to demonstrate an understanding of the role of the family in supporting learning.
2. The ability to understand children in the context of family, culture, and community.
3. The ability to establish positive and collaborative relationships with families as partners in teaching and learning.
4. The ability to provide family-centered intervention.

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.

2

c. Student population served.

ASU undergraduate special education students

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

 Admission to the Special Education Teacher Program.

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 01: Family Characteristics

Week 02: Family Interaction

Week 03: Family Functions

Week 04: Family Life Cycle

Week 05: Historical and Current Roles of Families and Parents

Week 06: Policies and Family and Professional Partnerships

Week 07: Seven Principles of Partnerships and Trust

Week 08: Families as Partners in Communication and Collaboration

Week 09: Families as Partners in Evaluating a Student

Week 10: Families as Partners in Developing Individualized Plans

Week 11: Meeting Families’ Basic Needs

Week 12: Meeting Families’ Basic Needs

Week 13: Professionals and Families as Partners for Student Outcomes

Week 14: Professionals and Families as Partners for Student Outcomes

Week 15: Project Presentations and Final Reflections

**Final comprehensive exam.**

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

Lecture; discussion; readings; collaboration and teamwork in small- and large-group activities; role-playing; simulations; video-recorded practice exercises; interviewing; in-class and out-of-class activities; written assignments; article reviews; quizzes and exams.

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

There will be 10 hours field experience in this course.

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

Existing faculty will be sufficient

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

 Students will utilize sound professional judgments to develop culturally appropriate family-professional partnerships to benefit children with special needs.

21. Reading and writing requirements:

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

Turnbull, A. P., Turnbull, H. R., Erwin, E., Soodak, L. and Shogren, K. (2014). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust* (7th ed.). Upper Saddle River, NJ: Prentice Hall Publishers.

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

c. Number of pages of writing required over the course of the semester: **50..**

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

☐xCollaborative assignments

☐Research with a faculty member

☐xDiversity/Global learning experience

☐xService learning or community learning

☐Study abroad

☐Internship

☐Capstone or senior culminating experience

☐Other Explain: Enter text...

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 understand how to develop and maintain culturally appropriate family-professional partnerships to benefit children with special needs.

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

 Lecture; discussion; readings; collaboration and teamwork in small- and large-group activities; role-playing; simulations; video-recorded practice exercises; interviewing; in-class and out-of-class activities; written assignments; article reviews.

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

 Final Exam

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

**Outcome #2:**

Learning Activity:

Assessment Tool:

**Outcome #3**:

Learning Activity:

Assessment Tool:

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

* 1. Global Awareness

☐Minimally
☐Indirectly
☐xDirectly

* 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.

Paste bulletin pages here...