Code # ED70 (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

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| --- |
| ☐**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 4183

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).

Characteristics of Exceptional Learners

Exceptional 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 (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.

History, nature, characteristics, and needs of students with exceptionalities, including neuromotor impairments; orthopedic, musculoskeletal, and sensory disorders; and degenerative and terminal diseases.

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 w/a major in BSE K-12 Special Education

b. Why?

No prerequisites are required since this is restricted to BSE K-12 Special Education majors.

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

Fall

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

Gwendolyn Neal;

 gneal@astate.edu;

972-3033

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 Characteristics course is designed to assist undergraduate students in developing a solid foundation for understanding learning acquisition and behaviors of children with physical, health, and multiple disabilities. Students will articulate the characteristics of students with Neuromotor Impairments, Orthopedic, Musculoskeletal, & Sensory Disorders, and Degenerative & Terminal Diseases and how they manifest in a variety of settings. Students will identify the screening and assessment procedures and instruments used with this population.

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 careers in Special Education

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

Major required course in the Junior year for the SPED K-12 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.)

Session 1 – Introduction to the course; Syllabus/Schedule; Educating Students w/Severe Disabilities: Foundational Concepts and Practices

Session 2 – School, Home and Community Partnerships

Session 3 – Student Behavior and Learning

Session 4 – Student-Centered Classroom Management

Session 5 – Positive Behavior Support

Session 6 – The Instructional Environment

Session 7 – Inclusive Classrooms

Session 8 - Mid Term Exam

Session 9 – Research Project due

Session 10 – Academic Skills

Session 11 – Social Skills and Peers

Session 12 - Motor Functioning and Health & Self-care Needs

Session 13 – Transition to Adulthood

Session 14 Final Exam

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

Class Discussions and Presentations, Reflective Writings, Research Project, 2 Exams, Observations, Interviews,

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

The Boling Center for Developmental Disabilities in Memphis, TN

Bodine School in Memphis, TN

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

Current Special Ed faculty teach all SPED Courses

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

Candidates will understand and be able to describe the characteristics between and among individuals with and without exceptionalities.

21. Reading and writing requirements:

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

Instruction of Students with Severe Disabilities (7th Edition); Martha E. Snell and Fredda Brown (Authors); Boston: Pearson Education, Inc. (2011). ISBN: 978-0137075461

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

c. Number of pages of writing required over the course of the semester: 70

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: Research Project

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?)

Candidates will understand the characteristics of students with exceptionalities.

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

 Discussions, presentations, and reflective writings.

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

Final Examination.

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

**Outcome #2:**

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Learning Activity:

Assessment Tool:

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**Outcome #3**:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

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.

Paste bulletin pages here...