|  |  |
| --- | --- |
| For Academic Affairs and Research Use Only | |
| Proposal Number | EBS19 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |
| --- | --- |
| Annette R. Hux 1/24/2023 **Department Curriculum Committee Chair** | Amanda Lambertus 3/13/2023  **COPE Chair (if applicable)** |
| Annette R> Hux 1/24/2023 **Department Chair** | Mary Jane Bradley 3/31/2023  **Head of Unit (if applicable)** |
| Joanna M Grymes 2/17/2023  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 1/25/2023 **Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 2/23/2024 **College Dean** | Len Frey 4/20/2023  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Annette Hux, ahux@astate.edu, 870-972-3062

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2023...

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ELSE** |
| **Number\*** |  | **3223** |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Introduction to Teaching in Special Education**  **Short title: Intro to Teaching in SPED** |
| **Description\*\*** |  | **Instruction specific to teaching children with disabilities; skills for the identification and remediation of educational, psychological and social needs of learners with disabilities and/or gifted; discusses the special education process, impact of state and federal special education laws and policies. Prerequisite: ELSE 3643.** |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. 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).

1. YES Are there any prerequisites? **Pre-requisite/Co-requisite**
   1. If yes, which ones?

ELSE 3643 Exceptional Student in Regular Classroom

* 1. Why or why not?

Exceptional Student explains categories of disabilities in special education.

Enter text...

1. YES Is this course restricted to a specific major? YES
   1. If yes, which major? BSE Special Education K-12
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

**Spring, Summer, Fall**

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

**Lecture**

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard **Letter grade**

1. NO Is this course dual-listed (undergraduate/graduate)? **NO**
2. NO Is this course cross-listed? **NO**

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – NO Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

**NO**

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)? No

a. If yes, which course?

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Weeks** | **Topic** | **Readings** | **Assignments** |
| Week 1 | What makes an effective special education teacher? | CEC Standards: Practice-Based Standards for the Preparation of Special Educators; Best Practices for Teaching Special Education; Helping Students with Disabilities Develop Resiliency | Reflective Writing #1  Discussion Board #1   * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m. |
| Week 2 | Technology in a special education classroom for teaching and for students (e.g., assistive technology) | Quality Indicators for Assistive Technology Services; Exploring the Quality Indicators for Assessment of Assistive Technology Needs; Technology Every Special Education Teacher Should Have. | Reflective Writing #2  Discussion Board #1   * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m.   Observation #1-Physical Environment |
| Week 3 | Ethical and Legal Issues special education teachers need to know | Significant Special Education Court Cases; Ethics in a Special Education; Issues with Placement and Services | Reflective Writing #3  Case Study Review  Observation #2-Diverse Student Background/Characteristics |
| Week 4 | Identification and remediation of educational, psychological and social needs of learners with disabilities and/or gifted, including special education process | The Special Education Process in 10 Steps; Understanding the Special Education Process; Evaluation Process, Deciding Eligibility, Writing and Implementing an IEP, Re-Evaluation. | Reflective Writing #4  Observation #3-Teacher-Student Interaction and Teaching Techniques |
| Week 5 | Background for designing appropriate individualized education program (IEP) | What is an IEP? Designing Meaningful IEPs | Reflective Writing #5  IEP Review  Observation #4 – Student Accommodations |
| Week 6 | Behavioral support and classroom management applications and interventions for students with diverse learning needs. | Basics of Applied Behavior Analysis; Collecting Data in a Special Education Classroom; Using Learning Environments to Provide Supports for Children with Diverse Learning Needs; Methods to Decrease Inappropriate Behavior and Teaching Replacement Behaviors. | Reflective Writing #6  Behavior Change  Observation #5-Classroom Management/Behavioral support provided |
| Module 7 | Effective planning, collaboration, and coteaching practices. | Importance of Collaborating with Parents, Other Teachers, Professionals, and Community; Effective Coteaching Practices for Push-In Model in Special Education. | Reflective Writing #7  Discussion Board #3   * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m.   Philosophy Paper |
|  | | | |
| **Reflective Writings**: The purpose of Reflective Writing is to carefully reflect on the content learned from readings, assignments, videos, lectures, and discuss future applications in teaching special education.  **Case Study Review**: The purpose of this assignment is for students to review and react to a case study, applying the principles/information studied and discussed to identify key issues and how they relate to the law and ethics.  **Behavior Change**: The purpose of this assignment is for students to be able to review a pseudo student profile, provide an operational definition for the behavior, select a replacement behavior, develop a possible intervention that will decrease the inappropriate behavior, develop a possible intervention to increase the replacement behavior.  **Discussion Boards**: The purpose for the discussion board activities is for students to be able to write their initial response to information provided (i.e., Teaching in Special Education Assistive Technology, etc.).  **Observations:** The purpose for the observations is for students to have the opportunity to observe in a special education classroom, focusing on particular topics. Five observations, two hours each, for a total of 10 hours.  **Philosophy Paper**: Students will analyze and synthesize the information from this course into a personal philosophy about teaching in a special education classroom. This assignment is a culminating activity for the course. | | | |

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Teacher Candidates will be placed in a public-school special education classroom to observe for 10 hours during the seven-week course.

1. **Department staffing and classroom/lab resources**

**Faculty member will teach the course online**

1. Will this require additional faculty, supplies, etc.?

**NO**

1. **Yes / No** Does this course require course fees? **NO**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

This course is specific to pre-teachers who are going to be special educators, working with individuals with disabilities. The course is aligned with the Council for Exceptional Children’s (CEC), Special Program Area (SPA) standards. Pre-service teachers will be introduced to the specific skills and characteristics prominent in teaching in a special education classroom. The course goals will include the following: 1. Describe effectiveness of a special education teacher (CEC Standards 1, 7); 2. Describe appropriate use of technology in the special education classroom (CEC Standard 2, 5, 6); 3. Discuss and apply legal and ethical issues (CEC Standards 2, 6, 7); 4. Describe the process for identifying and remediating learners with disabilities (CEC Standards 2, 3, 4, 5); 5. Writing appropriate IEP’s (CEC Standards 4, 5, 6) 6. Identifying and developing behavioral supports and appropriate classroom management interventions (CEC Standards 4, 5, 6). 7. Working collaboratively with peers (CEC Standards 1, 7).

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

The mission of the Special Education Teaching Program is to provide candidates with the following practices/standards/skills: Engaging in professional learning and practice with ethical guidelines; understanding and addressing each individual’s developmental and learning needs; demonstrating subject matter content and specialized curricular knowledge; using assessment to understand the learner and the learning environment for data-based decision making; using effective instruction to support learning, supporting social, emotional, and behavioral growth; and, collaborating with team member. This course will provide information needed for pre-service teachers being licensed in special education.

c. Student population served.

Pre-service teachers in special education

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

Lower level, introductory undergraduate course in special education. This is a practical, hands-on course that offers pre-service special education teachers an initial overview of teaching individuals with disabilities. The course is designed to be taken during the per-service teacher’s sophomore year, after or concurrently with the Exceptional Child course, and before starting their methodology courses. The information gained from this course will provide the needed background for the upper level methodology courses and capstone internship.

ELSE 3643 is listed as a prerequisite for this course – it is taken by ALL teacher licensure program students and is an introduction to understanding the basics of the education laws related to special education and for students in the SPED program is an introductory course even though listed as a 3000 level.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan? **NO**

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process? The
2. Standard 1 Engaging in Professional Learning and Practice within Ethical Guidelines
3. Standard 2 Understanding and Addressing Each Individual’s Developmental and Learning Needs
4. Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge
5. Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making
6. Standard 5 Using Effective Instruction to Support Learning
7. Standard 6 Supporting Social, Emotional, and Behavioral Growth
8. Standard 7 Collaborating with Team Members

|  |  |  |
| --- | --- | --- |
| **Course Objectives** | **CEC Standards** | **Assessments** |
| 1. Describe characteristics of an effective special education teacher. | 1, 7 | Discussion Board  Reflective Writing  Observations  Philosophy Paper |
| 1. Describe appropriate use of technology in the special education classroom | 2, 4 | Discussion Board  Reflective Writing  Observation  Philosophy Paper |
| 1. Identify and discuss legal and ethical issues. | 1 | Case Study Review  Reflective Writing  Observation  Philosophy Paper |
| 1. Describe the process for identifying and remediating learners with disabilities | 2, 3, 4, 5, 6 | Observation  Discussion Board  Reflective Writing  Behavior Change |
| 1. Describe the process for writing appropriate IEP’s | 2, 3, 4, 5, 6 | Observation  Discussion Board  Reflective Writing  Behavior Change |
| 1. Identify and develop behavioral supports and appropriate classroom management interventions | 2, 3, 4, 5, 6 | Observation  Discussion Board  Reflective Writing  Behavior Change  Philosophy Paper |
| 1. Describe effective practices for collaborating with team members. | 7 | Discussion Board  Reflective Writing  Observations  Philosophy Paper |

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Engaging in Professional Learning and Practice within Ethical Guidelines. Pre-service teachers will be able to identify and describe special education laws and ethical issues. |
| Assessment Measure | CEC 1,7 The preservice teachers will identify special education laws and ethical issues relevant to Case Study, |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

*(Repeat if this new course will support additional program-level outcomes)*

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #19)** | Understanding and Addressing Each Individual’s Developmental and Learning Needs. Pre-Service Teachers identify and describe developmental and learning needs of students. |
| Assessment Measure | CEC 2,4 The pre-service teachers will observe in a special education classroom and articulate specific individual development, learning needs, and how teacher accommodates student learning. |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

|  |  |
| --- | --- |
| **Program-Level Outcome 3 (from question #19)** | Demonstrating Subject Matter Content and Specialized Curricular Knowledge. Pre-Service Teachers identify and describe developmental and learning needs of students. |
| Assessment Measure | CEC 2,4 The pre-service teachers will observe in a special education classroom and articulate specific individual development, learning needs, and how teacher accommodates student learning. |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

|  |  |
| --- | --- |
| **Program-Level Outcome 4 (from question #19)** | Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making |
| Assessment Measure | The student will |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

|  |  |
| --- | --- |
| **Program-Level Outcome 5 (from question #19)** | Using Effective Instruction to Support Learning |
| Assessment Measure |  |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

|  |  |
| --- | --- |
| **Program-Level Outcome 6 (from question #19)** | Supporting Social, Emotional, and Behavioral Growth |
| Assessment Measure |  |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

|  |  |
| --- | --- |
| **Program-Level Outcome 7 (from question #19)** | Collaborating with Team Members |
| Assessment Measure |  |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure | What will be your assessment measure for this outcome? |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

|  |  |
| --- | --- |
| **Special Education**  ELSE 3223 **Introduction to Teaching in Special Education Sem HRS: 3**  **Instruction specific to teaching children with disabilities; skills for the identification and remediation of educational, psychological and social needs of learners with disabilities and/or gifted; discusses the special education process, impact of state and federal special education laws and policies**  **Prerequisite ELSE 3643. Fall, Spring, Summer** | |
|  | •  [ELSE 3643 - The Exceptional Student in the Regular Classroom](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4412) **Sem. Hrs:** **3** |
|  | •  [ELSE 4103 - Methods and Materials for Students with Severe or Profound Disabilities](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4413) **Sem. Hrs:** **3** |
|  | •  [ELSE 4113 - Methods and Materials for Students with Mild to Moderate Disabilities](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4414) **Sem. Hrs:** **3** |
|  | •  [ELSE 4123 - Introduction to Autism Spectrum Disorders](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4415) **Sem. Hrs:** **3** |
|  | •  [ELSE 4133 - Behavioral, Academic and Social Interventions](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4416) **Sem. Hrs:** **3** |
|  | •  [ELSE 4143 - Curriculum Programming for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4417) **Sem. Hrs:** **3** |
|  | •  [ELSE 4153 - Assessment and Diagnosis of Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4418) **Sem. Hrs:** **3** |
|  | •  [ELSE 4163 - Introduction to Emotional Behavior Disorders](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4419) **Sem. Hrs:** **3** |
|  | •  [ELSE 4173 - Assistive Technology in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4420) **Sem. Hrs:** **3** |
|  | •  [ELSE 4183 - Characteristics of Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4421) **Sem. Hrs:** **3** |
|  | •  [ELSE 4193 - Special Education Law and Procedures](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4422) **Sem. Hrs:** **3** |
|  | •  [ELSE 4203 - Family and Community Systems](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4423) **Sem. Hrs:** **3** |
|  | •  [ELSE 4212 - Elementary Practicum in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4424) **Sem. Hrs:** **2** |
|  | •  [ELSE 4216 - Special Education Internship Elementary](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4425) **Sem. Hrs:** **6** |
|  | •  [ELSE 4223 - Reading and Language Arts for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4426) **Sem. Hrs:** **3** |
|  | •  [ELSE 4226 - Special Education Internship Secondary](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4427) **Sem. Hrs:** **6** |
|  | •  [ELSE 4233 - Mathematics Strategies for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4428) **Sem. Hrs:** **3** |
|  | •  [ELSE 4242 - Secondary Practicum in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4429) **Sem. Hrs:** **2** |