Code # ED65 (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.*  |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 4133

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).

Behavioral, Academic and Social Interventions in the Exceptional Classroom

Exceptional Class Intervention

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.

Techniques and strategies in identifying, recording, evaluating, and changing social and academic behaviors of students with exceptional learning and behavior needs including theories and approaches for managing the special education classroom.

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)

Gwendolyn L. Neal

Arkansas State University

Dept. of Educational Leadership, Curriculum, and Special Education

Box 1450

State University, AR 72467

gneal@astate.edu

(870) 972-2678

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)

The goals of this course will be to improve the candidate’s knowledge about how classroom organization and management for students with exceptional learning needs relate to student success in the classroom. Course activities based on field observation will require candidates to complete practical activities in various settings in special education. Upon completion of the course candidates will be able use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem; create a safe, equitable, positive, and supportive learning environment in which diversities are valued; design learning environments that encourage active participation in individual group activities; modify the learning environment to manage behaviors; use effective and varied behavior strategies; organize, develop, and sustain learning environments that support positive experiences; establish a consistent classroom routine for students with exceptional learning needs; plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of behavior.

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 01: Introduction to the course; Syllabus/Schedule; Overview of Students with Exceptional Learning Needs

Week 02: School Referral Process: RTI

Week 03: Behavioral and Academic Change Programs

Week 04: Developing RTI and Behavior Plans

Week 05: Interviews and Observations

Week 06: Positive Behavior Support (Guest Lecturer – Psychology Professor)

Week 07: Functional Behavior Assessment and other Assessments

Week 08: Group Contingency Plans, Behavior Assessment due

Week 09: Legal and Ethical Issues

Week 10: Classroom Accommodations and Modifications

Week 11: Behavior Change Project

Week 12: Behavior Change Project

Week 13: Putting it All Together Plan

Week 14: Special Issues

Week 15: Project Presentations and Final Reflections

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

1. Functional Behavioral Assessment: Candidates will conduct a functional behavioral assessment in an applied setting. Possible settings include local schools or daycares. Children must be referred for a social/emotional issue and can be of any age. Referrals must be approved by the instructor. This assessment will follow a Functional Behavior Assessment model and incorporate FBA techniques to integrate parent, teacher and child interviews, direct observations, rating scales and other measures as deemed necessary by the referral issue. Based on the assessment results, students will write a report that both describes and integrates the assessment results and links the results to appropriate interventions and recommendations to ameliorate the referral problem. A feedback session will be conducted with the teachers and parents. Each step of the process will have a separate due date as outlined on the course schedule.

2. Applied Behavior Analysis Project: Candidates will partake in each of the steps necessary to achieve behavior change. You will analyze the problem, specify your target behavior, collect data for evaluation purposes, design an intervention, determine its effectiveness, and propose changes for future improvement. A rubric and detailed expectations are included on blackboard.

3. Intervention Implementation and Summary: Candidates will design, implement, and evaluate an intervention strategy based on the results of the assessment. Students will be supervised and guided by the instructor. Intervention plans must be approved by the instructor before implementation. Students will write an intervention summary which describes the intervention, data collection procedures, data analysis, evaluates the effectiveness of the intervention, and recommends further intervention strategies to the teacher and parents. Examples will be provided.

4. Intervention Presentation (3): Candidates will present to the class an evidence-based intervention strategy. The presentation will be 45 – 60 minutes in length. It will include a comprehensive description of the intervention, theory base for the intervention, evidence base for the intervention, advantages, disadvantages, and applicability to the classroom. The audience should leave with the ability to implement the intervention in their practice. All topics must be approved by the instructor. An outline must be provided to the instructor and approved by the instructor one week prior to the presentation.

5. Journal Article Critiques: Candidates will write a review and critique of 3 published journal articles reporting results of a school-based intervention. The article may not be one assigned to the class readings. The article must come from a scholarly peer reviewed journal. The critique will be no more than 2 pages. Samples will be provided for review.

6. Class Participation Given the interactive nature of this course, attendance is critical. Each unexcused absence will result in a loss of points. Active participation includes, but is no limited to, actively listening to others, elaborating on in-class discussions, and participating in hands-on learning activities that occur in class. Each unexcused absence or day of non-participation will result in the loss of 5 points. Nonparticipation includes but is not limited to: sleeping, daydreaming, reading/studying other material, no contributions to class discussion, no participation in group work, or off-task behavior which leads to incomplete class-work.

7. Academic Intervention Portfolio Project: Candidates will construct an intervention portfolio that will be submitted for evaluation in an organized fashion (e.g., three ring binder, accordion file). The portfolio will be comprised of the following: (1) all CBM administration and scoring manuals with norms, (2) practice CBM administrations across domains, (3) at least three DIBELS reading probes, (3) at least three self-created math calculation probes, (4) one word reading intervention ready for implementation, (5) one reading comprehension intervention ready for implementation, (6) class-wide peer tutoring manual, (7) problem-solving team manual, (8) a sample intervention report [including background, factious data, intervention recommendations, a progress monitoring CHART, interpretation, and further recommendations (if any) (9) all intervention synopses, and (10) all Best Practices chapter synopses.

E. Putting it All Together Project Part I: Using the template provided each candidate will develop a "Putting It All Together Plan." The plan provides candidates with the opportunity to transfer the knowledge and skills obtained from this course to a practical situation which is YOUR OWN CLASSROOM. This is beneficial to candidates currently practicing in the field and those who have never been in the classroom. This is also a time to show your creativity because you will be graded on presentation and discussion with your classmates

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

Observation and 25 clock hours in a school district

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?

The candidate will be able to identify methods and processes that affect behavior change of students with exceptional behavior needs.

21. Reading and writing requirements:

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

Textbook

Alberto, P.A. & Troutman, A.C. (2012). Applied Behavior Analysis for Teachers (9th ed.) Columbus, Ohio: Merrill Prentice Hall

Scheurmann, B. K., & Hall, J. A. (2012). Positive behavioral supports for the classroom (2nd ed.). Upper Saddle River, NJ:

Merrill Prentice Hall.

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?)

Student will demonstrate how to create a safe, equitable, positive and supportive learning environment.

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

Lectures, active discussion, and assigned readings on positive behavior interventions.

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

The candidate will develop a classroom plan to demonstrate a safe, equitable, and positive learning environment as evidenced by the scoring rubric for the “Putting It All Together Plan” assignment

*(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:

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.