Code # ED67 (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](mailto: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.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 4153

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).

Assessment and Diagnosis of Exceptional Learners

Assess 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

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.

Collection and use of academic and behavioral data for special education purposes and application of assessment results.

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)

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11. Proposed Starting Term/Year

Spring 2016

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 course will focus on a variety of assessment procedures including norm-referenced testing, criterion referenced testing, curriculum-based assessment, ecological assessment, and systematic observation in the P-12 education curriculum and social/behavioral skills including the functional behavioral assessment and the behavioral intervention plan. The candidate will be able to use non-discriminatory formal and informal cognitive and achievement assessment techniques to understand the psycho-educational needs of exceptional learners and to develop appropriate educational needs of exceptional learners and to develop appropriate educational recommendations from assessment protocol. In detail, upon completion of the course each candidate will be able to (1) collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs, (2) use various types of assessment procedures appropriately; (3) interpret information form formal and informal assessment instruments and procedures; (4) report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills, (5) assess basic academic skills; (6) prepare assessment reports; (7) adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessment to accommodate the unique abilities and needs of individuals with disabilities; and (8) evaluate instruction and monitor progress of individuals with exceptional learning needs; and (9) assess social/emotional and sensory skills of individuals with exceptional learning needs.

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 | | Topic  Assigned Reading | Assignment Due |
| 1 | | Overview and Introduction | First Day Assignment |
| Module I:  Introduction to Assessment: Issues and Concerns | | | |
| 2 | | Chapter 1  Assessment: Historical, Philosophical, and Legal Considerations |  |
| 3 | | Chapter 2  The Assessment Process: A Proposed Model |  |
| 4 | | Chapter 3  Practical and Ethical Considerations | Assessment Interview due |
| Module II:  Informal Procedures: Basic Tools for Teachers | | | |
| 5 | | Chapter 4  Observation and Functional Behavior Assessment |  |
| 6 | | Chapter 5  Criterion Referenced Testing and Curriculum Based Assessments |  |
| 7 | | Chapter 6  Portfolio Assessment and Other Alternative Assessment Procedures | Teacher Work Sample |
|  |  | Module III:  Assessment of Abilities |  |
| 8 | | Chapter 7  Assessment of Intelligence |  |
| 9 | | Chapter 8  Assessment of Adaptive Behavior |  |
| 10 | | Chapter 9 Assessment of Behavioral and Emotional Status  Chapter 10 Assessment of Oral Language | Evaluation of Assessment Instrument |
|  | Module IV:  Assessment of Achievement | | |
| 11 | | Chapter 11  Assessment of General Achievement  Chapter 14  Assessment of Written Expression |  |
| 12 | | Chapter 12  Assessment of Reading  Chapter 13 Assessment of Mathematics Technology in Collaboration | Case Study Draft one due |
| Module V: Special Education Considerations | | | |
| 14 | | Chapter 15 Early Childhood Assessment |  |
| 15 | | Chapter 16 Career/Vocational/Transition Assessment |  |
| 16 | | Final Reflections and Case Study Submission | Case Study Final Draft |

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

1. **Readings:**

The course reading assignments will consist of a series of professional journal articles, textbook, and other resources as needed to complete class projects and papers.

1. **Module Activities** Teacher candidates will prepare an assessment interview, assessment plan, and other activities for each module. Details will be provided under each module.
2. **Administration of Formal Assessment Instrument.** Each student will administer a *standardized* test of their choosing. **The instrument must be pre-approved by the professor.** Preparation will include reading the manual and several practice administrations. This assignment will culminate in the administration of the instrument to a student. The protocol will be scored and interpreted in writing and submitted for a grade. (Obj. 1, 2, 5) (**This will be included in your case study report.**
3. **Evaluation of Assessment Instrument.** Each student will submit a written test review of the instrument they chose to administer for the assessment assignment in #1. (Obj. 1, 3, 5)
4. **Case Study:**  Each student will be required to identify one student for individual testing. Criteria for selection of this student will include severity of disability, impact of additional testing on the student, and logical information (geographic location of student, scheduling, etc.). Once a focus student is selected each student will develop an assessment plan. Each assessment plan is to include the following: (1) rationale for student selection, (2) additional areas to be tests with supporting rationale for each, (3) selected assessment instruments with supporting rationale for each. Each student is responsible for administering all of the assessments on the student’s assessment plan and submitting an individually graded written report. A rubric for this report is provided under course requirements.
5. **Teacher Work Sample:** The purpose of the Teacher Work Sample (TWS) assignment is to demonstrate candidates’ ability to plan an appropriate sequence of instruction based on pre-assessment data obtained, provide instruction, conduct formative and post assessments to document student learning, and reflect on student achievement and possible changes in teaching that might impact student learning. The Teacher Work Sample contains three parts: (a) Learning Environment, (b) Planning, and (c) Results. Successful completion of this assignment demonstrates proficiency in CEC Standards 2, 4, 5, 6, 7. A rubric for this report is provided under course requirements

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

The candidate will participate in a total of 30 field experience hours in one special education classroom (self-contained; mild-moderate exceptional learning needs)

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 make appropriate educational and instructional decisions for students with exceptional learning needs.

21. Reading and writing requirements:

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

Textbook

Witte, R.H., Bogan, J.E., Woodin, M.F. (2015). Assessment in Special Education. Upper Saddle River: Pearson.

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?)

The candidate will be able to determine strengths and needs for IEP development for students with exceptional learning needs..

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

Readings, assessment interview, assessment plan.

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

The student will complete a case study project that will be assessed by the IEP development rubric

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

**Outcome #2:**

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.