Code # ED63 (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)

|  |
| --- |
| 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.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 4113

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).

**Methods and Materials for Students with Mild to Moderate Disabilities**

**Mthds Mats Mild Disabilities**

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, field activities

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.

Comprehensive survey of methods and materials in major curricular areas relevant to the instruction of K12 special needs students with mild to moderate disabilities.

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 teacher’s.

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

Fall, Spring

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

Dr. Annette Hux, [ahux@astate.edu](mailto:ahux@astate.edu), 870-972-3062

11. Proposed Starting Term/Year

Fall 2015

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

If yes, what program?

BSE, 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)

This course provides the learner with knowledge and skills in assessing, planning, organizing, implementing, and evaluating instruction based on knowledge of the student, the intended student outcomes, and the curriculum. The course focuses on students with mild to moderate disabilities, including students with disabilities from diverse linguistic and cultural backgrounds. Topics include student characteristics, linking assessment with instruction, research-based methods and strategies, curriculum standards, accommodations, modifications, and the use of technology, including assistive technology devices and services, to support student access to the general education curriculum..

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 1: Linking Assessment and Instruction

Week 2: Planning and Organizing Instruction & Teaching Methods

Week 3: Effective Teaching Strategies & Differentiated Instruction

Week 4: LD, ADHD, OHI, ED, CD, ASD disabilities

Week 5: Promoting Positive Behavior & Social Skills

Week 6: Communication, ELL Learners and Language disability

Week 7: IEP Simulation Exercise

Week 8: Literacy

Week 9: Science and Social Studies

Week 10: Math

Week 11: Student Presentations

Week 12: Technology and Assistive Technology in the classroom

Week 13: Technology and Assistive Technology in the classroom

Week 14: Final Exam

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

Research papers, field activities, interviews, projects, test

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

The candidate will participate in a total of 15 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?

Candidates will understand best practices for teaching students with mild and moderate disabilities.

21. Reading and writing requirements:

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

Cohen. L., & Spencier, L. J. (2009) Teaching students with mild and moderate disabilities. Research based practices second edition, Upper Saddle River, NJ: Merrill/Pearson

And

Raymond, Eileen B., (2012) Learners with Mild Disabilities: A Characteristics Approach, 4/E, Pearson.

b. Number of pages of reading required per week: 25-50

c. Number of pages of writing required over the course of the semester: 30

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: field experiences

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 understand educational characteristics of students with mild disabilities

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

Research papers, field activities, interviews, projects.

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

Comprehensive final examination.

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

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...