Code # ED68 (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.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 4163

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).

Introduction to Emotional Behavior Disorders

Intro Emotional Disorders

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.

Survey of the causes, problems, and characteristics of emotional and behavior disorders in children and adolescents, and best practices for teachers.

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.

Fall

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

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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 purpose of this course is to provide an introduction to the field of emotional/behavioral disorders by introducing both pre-service and in-service teachers to the principles, laws, and theories that have influenced professional practice as regards the education of children with emotional/behavioral disorders. Included in the course will be information on the causes, characteristics and prevalence of emotional/behavioral disorders. This course will integrate effective teaching practices as well as assessment and service delivery models.

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.)

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| --- | --- |
| Week  |  Topic Assigned Reading |
| 1 | Definition and Prevalence of Students with EBD  |
| 2 | Historical Development of the Field  |
| 3 | Conceptual Models  |
| 4 | Screening, Pre-Referral, and Eligibility |
| 5 | Manifestation hearing, evaluation for instruction  |
| 6 | Biological factors  |
| 7 | Family and Cultural Factors  |
| 8 | School Factors  |
| 9 | Social Skills  |
| 10 | Attention and Activity and Conduct Problems |
| 11 | Anxiety and related, depression and suicidal behaviors  |
| 12 | Depression, schizophrenia, and severe problems |
| 14 | Case Study  |
| 15 | Reflective Analysis  |
| 16 | Final Reflections and Exam |

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

1. **Observation reports**: Students will complete reflections based on four observations of a student with emotional/behavioral challenges. The instructor will provide guidelines for the observation strategies to be used for each observation. Reports will be typed and submitted to LiveText periodically during the semester. They will describe activities going on in the class during the observation period including academic subjects, specific behaviors demonstrated by the target student, and behavioral interventions or classroom management techniques. The date and time of the observation will be included. The writer will analyze and synthesize the information observed based on class discussions and readings, and reflect on what you learned during this observation, how it relates to course content, and how it will inform your future teaching. These reports should be approximately 2 typed pages. Students are encouraged to observe at the approximate grade level they plan to teach.
2. **Behavior Case Study Project:** From classroom observations, a target child should be identified as the basis for the development of a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP). Specific directions for completing the project will be provided by the instructor. The project will include a case study based on the student, a Functional Behavior Assessment and a Behavior Intervention Plan.
3. Reflections and Final Reflective Analysis**:** You will include reflections throughout the class. Reflections will be submitted every other week via a blog posting and will be evaluated as a single product. The first two submissions will focus on your experiences and processing of the class concepts. The final reflection will include an analysis of integrated curriculum and suggestions for how to use this knowledge in your future classroom.

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 characteristics of students with emotional and behavior disorders.

21. Reading and writing requirements:

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

Textbook

Kauffman. (2013). Characteristics of emotional and behavioral disorders of children and youth (9th 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?)

Demonstrate an understanding of emotional and behavioral problems.

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

Candidates will read and review research articles and chapter text on the foundations of students with emotional and behavior problems.

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)*

**Outcome #2:**

Learning Activity:

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Assessment Tool:

**Outcome #3**:

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.