Teacher Curricula and Certification Council

MINUTES

Meeting Date: April 19, 2016 | Miller Hall 258, 4:00 p.m.
Present: Bruce Larson (Chair), Patty Bourne, David Carroll, Jessica Cohen, Gail Coulter, Ed Geary, Bruce Goebel, Peter Johnson, Tracy Thorndike, Laura Wellington
Excused: Deb Currier, Shaw Gynan, Angie Harwood
Recording: Emily Sasnett

Meeting called to order:
I. Items from Chair
II. Committee discussed and acted on the following items:

SUMMARY

INFORMATIONAL ITEMS

CLOCK HOUR PROPOSALS

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Title</th>
<th>Faculty</th>
<th>Qtrs/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Education</td>
<td>Blended/Online Course Development and Design</td>
<td>Andrew Blick; Justina Brown</td>
<td>Winter 2016</td>
</tr>
<tr>
<td>Political Science</td>
<td>The Power of Civic Engagement</td>
<td>Vernon Johnson</td>
<td>April 9, 2016</td>
</tr>
<tr>
<td>Extended Education</td>
<td>BioEnergy Literacy in STEM Education</td>
<td>Danica Hendrickson; Dr. Jennifer Schon; Dr. Justin Hougham</td>
<td>May 3-4, 2016</td>
</tr>
<tr>
<td>Extended Education/Modern and Classical Languages</td>
<td>Western Employee Language Program Workshops</td>
<td>Kirsten Drickey; Andrew Blick</td>
<td>2015-16</td>
</tr>
</tbody>
</table>

CURRICULAR ITEMS

DEPARTMENT: Special Education, WCE

NEW COURSE

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 476</td>
<td>Practicum II – Service Delivery Models</td>
<td>NEW</td>
<td>Motion: David Carroll; Approved; sent to ACC</td>
<td>1008438</td>
</tr>
<tr>
<td>SPED 477</td>
<td>Practicum IV – Behavior Assessment and Intervention</td>
<td>NEW</td>
<td>Motion: Peter Johnson; David Carroll Approved; sent to ACC</td>
<td>1008441</td>
</tr>
<tr>
<td>SPED 478</td>
<td>Complex Needs II</td>
<td>NEW</td>
<td>Motion: David Carroll; Bruce Goebel Approved; sent to ACC</td>
<td>1014453</td>
</tr>
<tr>
<td>SPED 494</td>
<td>Internship – Elementary</td>
<td>NEW</td>
<td>Motion: Patty Bourne; David Carroll Approved; sent to ACC</td>
<td>1011906</td>
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### COURSE REVISIONS

<table>
<thead>
<tr>
<th>Course No</th>
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<tbody>
<tr>
<td>SPED 440</td>
<td>School Practicum</td>
<td>Title</td>
<td>Motion: Ed Geary Second: David Carroll Approved; sent to ACC</td>
<td>1008427</td>
</tr>
<tr>
<td>SPED 465</td>
<td>Norm Referenced Assessment</td>
<td>Title, description</td>
<td>Motion: David Carroll Second: Patty Bourne Approved; sent to ACC</td>
<td>1013137</td>
</tr>
<tr>
<td>SPED 471</td>
<td>Interventions for Learning Problems</td>
<td>Title, description</td>
<td>Motion: Bruce Goebel Second: David Carroll Approved; sent to ACC</td>
<td>1008423</td>
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<tr>
<td>SPED 480</td>
<td>Practicum II: Literacy I</td>
<td>Title</td>
<td>Motion: Bruce Goebel Second: Ed Geary Approved; sent to ACC</td>
<td>1008430</td>
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<tr>
<td>SPED 481</td>
<td>Practicum III: Literacy 2</td>
<td>Title</td>
<td>Approved; sent to ACC</td>
<td>1011904</td>
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<tr>
<td>SPED 482</td>
<td>Practicum IV: Math</td>
<td>Title</td>
<td>Approved; sent to ACC</td>
<td>1008434</td>
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<tr>
<td>SPED 495</td>
<td>Clinical Internship</td>
<td>Credits</td>
<td>Motion: Bruce Goebel Second: Patty Bourne Approved; sent to ACC</td>
<td>1011909</td>
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<tr>
<td>SPED 498</td>
<td>Internship – Exceptional Children/Elementary</td>
<td>Title, credits, description,</td>
<td>Motion: Ed Geary Second: David Carroll Approved; sent to ACC</td>
<td>1008435</td>
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</tbody>
</table>

### PROGRAM REVISION

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education – P-12 and Elementary Education (Dual Endorsement), BAE</td>
<td>Revision</td>
<td>Motion: Ed Geary Second: David Carroll Approved; sent to ACC</td>
<td>1008448</td>
</tr>
</tbody>
</table>

### DEPARTMENT: Elementary Education, WCE

### COURSE REVISIONS

<table>
<thead>
<tr>
<th>Course No</th>
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</thead>
<tbody>
<tr>
<td>ELED 480</td>
<td>Literacy: Beginning Communications</td>
<td>Description</td>
<td>Motion: Gail Coulter Second: Laura Wellington Approved; sent to ACC</td>
<td>1005116</td>
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</tbody>
</table>

### INFORMATIONAL ITEMS

The following Extended Education *Clock Hours Proposals* have been approved and are included here as informational items:

- **Department:** Extended Education
- **Course Title:** Blended/Online Course Development and Design
- **Contact Hours:** 30 hours
- **Clock Hours:** 30 hours
- **Location:** WWU (and online)
- **Instructors:** Andrew Blick; Justina Brown
- **Class dates/time:** January 11-February 10, 2016; Monday & Wednesday, 3:00 – 4:30, and online (est. 6 hours/week)
**Course Goals/Objectives:**
The goals for this workshop are for participants to:
- Be better prepared to deliver a course via blended and/or online learning format
- Be familiar with blended/online learning best practices, examples, and open-source resources
- Chunk course content for manageable delivery
- Align objectives with content, learning tasks, and assessments
- Utilize online activities that connect learners to each other and authentic experiences
- Develop process for continual course improvement
- Use tools in the learning management system (Canvas) effectively

After completing this workshop, participants will be able to:
- Describe the benefits and outcomes of blended/online delivery
- Use instructional design strategies to plan, organize, and implement course content
- Develop an action plan to prepare to teach in a blended/online format
- Experience a blended course including interactive activities and collaborative tools
- Identify best practices, examples, WWU support, and open-source resources
- Develop materials for use in future blended/online courses
- Review strategies for assessing the effectiveness course, content, and activities

**Course Description:** This 5-week intensive workshop is designed for faculty who are interested in teaching (or will be teaching) blended or online courses. Individuals of all experience levels are welcome. Participants will experience and learn about blended/online learning, instructional design strategies, Canvas tools and techniques, and other web-based tools to support the teaching and learning process.

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**Department:** Political Science, CHSS  
**Course Title:** The Power of Civic Engagement  
**Contact Hours:** 6 hours  
**Clock Hours:**  
**Location:** WWU  
**Instructors:** Vernon Johnson  
**Class dates/time:** April 9, 2016; 10:00 – 4:00

**Course Goals/Objective:** The conference seeks to advance the Munro Institute mission of “promoting civic literacy” for students and the broader community.

**Course Description:** Western Washington University’s Ralph Munro Institute for Civic Education will host a conference, The Power of Civic Engagement, on Saturday, April 9. It will be held from 10:00 – 4:00 in Miller Hall and Fraser Hall on the Western campus. The conference seeks to advance the Munro Institute mission of “promoting civic literacy” for students and the broader community. It is free and open to the public. This year’s conference will kick off with a keynote address given by Washington State Senator, Pramila Jayapal. Following the keynote address, there will be several panels.

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**Department:** Extended Education  
**Course Title:** BioEnergy Literacy in STEM Education  
**Contact Hours:**  
**Clock Hours:**  
**Location:** Seattle Airport Marriott  
**Instructors:** Dana Hendrickson; Dr. Jennifer Schon; Dr. Justin Hougham  
**Class dates/time:** Tuesday, May 3, 2016; 8:00 am – 4:45 pm  
Wednesday, May 4, 2016; 8:00 am – 4:30 pm

**Course Goals/Objective:**
- Learn about the field of wood-based biofuels and potential workforce needs.
- Gain background knowledge in bioenergy and biofuels.
- Learn about (and/or share) educational resources and strategies for teaching about energy, bioenergy, and biofuels.
Course Description: “BioEnergy Literacy in STEM Education” is the education track at the Second Northwest Wood-Based Biofuels and Co-Products Conference. The purpose of this conference is to communicate research findings and promote collaboration on wood-based biofuels, K-12 education, and workforce development. Educators who attend will learn about biofuels and related educational materials, share lessons with other educators, and connect with industry professionals and scientists. Conference website: nararenewables.org/conference/

Department: Extended Education
Course Title: Project Design Lab – Water Systems Thinking
Contact Hours: 21 hours
Clock Hours: 21 hours
Location: 6/22 – King Country Brightwater Wastewater Treatment Facility
6/23 – Washington Stormwater Center, Puyallup
6/24 – Cedar River Watershed Education Center
Instructors: Peter Donaldson
Class dates/time: June 22-24, 2016; 9:00 am – 4:30 pm

Course Goals/Objective:
- Apply systems thinking to define sustainability and provide evidence of how it functions at a range of scales and through different lenses...water, energy, materials, economics, equity.
- Design, facilitate and assess Problem-based Learning using real-world curriculum resources.
- Create or refine an inspiring PBL Unit that integrates standards with community impact.

Course Description: The Project Design Lab is a 3-day summer incubator that supports teachers in grades 6-12 with the time and tools to create or refine inspiring problem-based units integrating real world curriculum and challenge students to apply academic excellence to drive community impact.

Department: Extended Education/Modern and Classical Languages
Course Title: Western Employee Language Program Workshops
Contact Hours: 8 – 16 hours/week
Clock Hours: 32 hours/quarter
Location: WWU
Instructors: Kirsten Drickey; Andrew Blick
Class dates/time: TBD – workshops scheduled throughout the week

Course Goals/Objective:
The workshops will support Western faculty and staff with conversational language skills, through professional development and enrichment opportunities.

Participants will be able to:
- converse and engage in basic dialogue in the target language;
- understand the experiences and cultural heritages of speakers of the target language;
- analyze the importance of speaking a world language in the context of a university environment.

Around 8 Employee Language Program workshops are offered each quarter. Participants are not restricted in their enrollment. Sample offerings include:
**For Spanish**
Basic Conversational Spanish, Basic Spanish Conversation Level 1, Basic Spanish Conversation Level 2, Written and Oral Spanish (Level 3), Spanish for Outreach Purposes, Spanish for Special Projects, Cultures and Conversation, etc.
**For Other World Languages**
French Language and Culture, Chinese Language and Culture, etc.

Course Description: The WWU Employee Language Program is an initiative put forth by the President's Office to support Western faculty and staff through professional development and to encourage multicultural outreach and awareness. The workshops are the result of a combined effort of the College of Humanities and Social Sciences, the Department of Modern and Classical Languages, and Extended Education.
## CURRICULAR ITEMS

### DEPARTMENT:
Special Education and Education Leadership, WCE

<table>
<thead>
<tr>
<th>NEW COURSES</th>
<th>Approved; sent to ACC</th>
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<tbody>
<tr>
<td><strong>SPED 476 – Practicum II – Service Delivery Models</strong></td>
<td>1008438</td>
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**Final copy:**
This practicum course will provide students with an opportunity to observe and familiarize themselves with numerous school and community based placement options for individuals with disabilities. Practicum will include preschool through postsecondary transition experiences with students exhibiting a variety of disabilities.

**Rationale for new course:**
Recent changes in Council for Exceptional Children (CEC) standards and requirements necessitate the addition of practica that are logically developed and sequenced appropriately across the program. This one credit course is offered in conjunction with SPED 474 Complex Needs. The addition of this practicum course will allow students the opportunity to become familiar with a variety of service delivery models for children/youth with disabilities, which is a competency for CEC. In addition, it meets the need for SPED teachers to have a greater working knowledge of a variety of placement options for children/youth, as identified by special education directors across the state.

**Prerequisites:** SPED 467 or permission of instructor

**Corequisites:** SPED 474

**Rationale for Pre/Co-requisites:** SPED 467 lays the foundation for this course, SPED 476. SPED 476 must be taken along with SPED 474 because the concepts for SPED 476 are presented in SPED 474.

| **SPED 477 – Practicum IV – Behavior Assessment and Intervention** | 1008441 |

**Final copy:**
This practicum course will provide students with an opportunity to practice behavioral observation techniques with diverse populations in school-based settings. Practicum will include a variety of observation sites, including elementary, middle school, secondary, and/or post-secondary placements.

**Rationale for new course:**
Recent changes in Council for Exceptional Children (CEC) standards and requirements necessitate the addition of practica that are logically developed and sequenced appropriately across the program. This one credit course is offered in conjunction with SPED 472 Behavior Assessment and Intervention. The addition of this practicum course will allow students the opportunity to practice the development of behavior plans in a school setting, which is a competency for CEC.

**Prerequisites:** SPED 474 or permission of instructor

**Corequisites:** SPED 472

**Rationale for Pre/Co-requisites:** SPED 474 lays the groundwork for the concepts taught in SPED 472 and SPED 477. SPED 477 must be taken with SPED 472 because the practicum is dependent upon the content taught in SPED 472.

| **SPED 478 – Complex Needs II** | 1014453 |

**Final copy:**
This course focuses on daily living skills for students with disabilities and builds upon concepts presented in SPED 474 Complex Needs. Topics include: vocational education, community based education, developing leisure and recreation skills, communication skills, motor and medical needs, and assistive technology appropriate for persons with complex needs. The course emphasizes the transition of students with significant needs into post-secondary environments.

**Rationale for new course:**
Council for Exceptional Children, our approval body, requires content regarding children with complex needs. This new course will address objectives required for accreditation but are not currently met in the program.
### Prerequisites: SPED 474 Complex Needs

**Rationale for Prerequisites:** SPED 478 Complex Needs II is based upon concepts initiated in SPED Complex Needs. SPED 474 Complex Needs must be a prerequisite in order for candidates to understand more complex materials taught in SPED 478 Complex Needs II.

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<table>
<thead>
<tr>
<th>Course</th>
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<th>Code</th>
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<tbody>
<tr>
<td>SPED 494 – Internship – Elementary</td>
<td>Supervised general education teaching experience to develop and demonstrate teaching competence at the primary and/or intermediate grade levels. S/U grading.</td>
<td>1011906</td>
</tr>
</tbody>
</table>

**Prerequisites & Notes:** Admission to a Woodring Teacher Education Program and permission of department.  
Credits: 15  
Grade Mode: S/U

**Rationale for new course:** Special Education P - 12 plus Elementary Program requires two internships, one in special education and one in a general elementary setting. This course will replace ELED 494. Having the course under the Department will better facilitate the necessary changes mandated by our professional bodies and will provide greater oversight for students in the Department who are in the culminating experience. There will be no change in the requirements of the course or the instructors.

**Prerequisites:** Admission to a Woodring teacher education program and permission of the department

**Rationale for Prerequisites:** Candidates are required to have permission of the department in order to ensure that all requirements are met before Internship.

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<thead>
<tr>
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<tbody>
<tr>
<td>SPED 440 – School Practicum</td>
<td>Practicum experience in school setting designed to provide opportunities to demonstrate effective teaching and behavior management practices.</td>
<td>1008427</td>
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</table>

**Prerequisites:** Admission to Woodring College of Education; SPED 390 or permission of instructor; SPED 420 and SPED 460 concurrent.  
Credits: 1 to 4  
Grade Mode: Letter  
Schedule Type: Practicum  
Repeatability: Not Repeatable  
Attributes:

**Rationale for change:** Recent changes in Council for Exceptional Children (CEC) standards and requirements necessitate the addition of practica that are logically developed and sequenced appropriately across the program. This course will be renamed Practicum I - General Education to show the sequence of this course in relation to the other practica and to more accurately describe the content.

**Effect of change:** None

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<thead>
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<tr>
<td>SPED 465 – Norm Referenced Assessment</td>
<td>This course will provide students with information regarding norm-referenced a variety of assessment processes and practices. Course content will include information regarding assessment skills, descriptive statistics and measurement, types of assessment instruments, data literacy, and issues pertaining to the assessment of students</td>
<td>1013137</td>
</tr>
</tbody>
</table>

**Change to:** Norm-Referenced Assessment for Special Education and General Education Teachers
with disabilities and/or from diverse ethnic and linguistic backgrounds. Additionally, students will gain experience administering, scoring, interpreting the results of a variety of norm-referenced test instruments, and report writing.

Prereq: SPED 360 and SPED 420 or permission of instructor.
Credits: 4
Grade Mode: Letter
Schedule Type: Lecture
Repeatability: Not Repeatable
Attributes:

Rationale for change:
The purpose of changing the title of this course to Assessment for Special Education and General Education teachers and the description is to more adequately reflect the content and to meet our professional body's requirements and standards.

Effect of change: None

Approved; sent to ACC

| SPED 471 – Interventions for Learning Problems | 1008423 |
| Change to: Interventions for Learning Problems- and Achievement in a Diverse Classroom |

Learning characteristics of students with academic problems. Focuses on attention, motivation and self-monitoring. Emphasis on teaching task-related skills, strategies and content area knowledge needed for students to learn efficiently and effectively. The class focuses on the attention, motivation and self-monitoring skills of students in a diverse classroom. Primary content of the course is on teaching the task-related skills and strategies needed for students to learn efficiently and effectively. Includes a focus on strategy instruction, academic vocabulary and current best practice in designing and delivering interventions for learning. An emphasis is placed on understanding the interaction between one’s mindset, beliefs and dispositions, especially in relation to culture, disability, and ethnicity, on potential student learning outcomes.

Prereq: SPED 360, SPED 420, SPED 460.
Credits: 4
Grade Mode: Letter
Schedule Type: Lecture
Repeatability: Not Repeatable
Attributes:

Rationale for change:
Council for Exceptional Children (CEC) standards and requirements are driving a realignment of our program content. In order to meet the new standards, the Department is infusing content across the program. This impacts the title of courses and the description of content that will be covered. SPED 471 will include more content on the issue of diversity in special education. The title Interventions for Learning and Achievement in a Diverse Classroom and the description more appropriately match the content.

Effect of change: None

Approved; sent to ACC

| SPED 480 – Practicum II: Literacy I | 1008430 |
| Change to: Practicum II- Literacy I III - Individual/Group Intervention, Reading |

Practicum experience in school/community settings. Designed to provide opportunities for students to develop, implement, and monitor literacy intervention programs for individuals or small groups of students.

Prereq: SPED 467 or instructor permission; co-requisite: SPED 483
Credits: 1 to 3
Grad Mode: Letter  
Schedule Type: Practicum  
Repeatability: Repeatable (3 times, 3 units)  
Attributes:

**Rationale for change:**  
The title of the course will be changed to Practicum III - Individual/Group Intervention, Reading. The change in title is to more accurately reflect the content of the course and to meet requirements of Council for Exceptional Children to have practica that are systematic throughout the program.

**Effect of change:** None

<table>
<thead>
<tr>
<th>SPED 481 – Practicum III: Literacy 2</th>
<th>1011904</th>
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<tbody>
<tr>
<td><strong>Change to:</strong></td>
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</table>
Practicum III: Literacy 2 VI - Individual/Group Intervention, Written Expression |
| Practicum experience in school/community settings. Designed to provide opportunities for students to develop, implement, and monitor instructional intervention programs in literacy for small and large groups. |
| Prereq: Special education majors or permission of instructor. |
| Credits: 1 to 3 |
| Grade Mode: Letter  
Schedule Type: Practicum  
Repeatability: Repeatable (3 times, 3 units)  
Attributes: |

**Rationale for change:**  
CEC, our professional body, requires field experiences that are carefully sequenced and logically developed to build upon each other. Changing the name of this course will show the progression of the practica and more accurately reflect the content of the course.

**Effect of change:** None

<table>
<thead>
<tr>
<th>SPED 482 – Practicum IV: Math</th>
<th>1008434</th>
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<td><strong>Change to:</strong></td>
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</table>
Practicum IV: VII - Individual/Group Intervention, Math |
| Practicum experience in school/community settings. Designed to provide opportunities for students to develop, implement, and monitor instructional intervention programs in Math for small and large groups. |
| Prereq: Special education majors or permission of instructor. |
| Credits: 1 to 3 |
| Grade Mode: Letter  
Schedule Type: Practicum  
Repeatability: Repeatable (3 times, 3 units)  
Attributes: |

**Rationale for change:**  
This course will be renamed to Practicum VII - Individual/Group Intervention, Math in order to more accurately reflect course content and to show the systematic progression of practica throughout the program required by CEC, the program’s professional governing body.

**Effect of change:** None
**SPED 495 – Clinical Internship**

**Change to:**
Clinical Internship provides students extended experience in community settings that meet the needs of persons with disabilities. Students undertake a variety of duties that prepare them to interact in professional situations across community, organizations, and agencies. (S/U Grading).

Prereq: Admission into the Exceptionality and Disability, BAE and permission of the instructor.
Credits: **16 1-16**
Grade Mode: S/U
Schedule Type: Independent Study
Repeatability: Not Repeatable **up to 3 times for a total of 16 credits**
Attributes:

**Rationale for change:**
Clinical internship is often distributed across quarters. This internship needs to have variable credits and also needs to be repeatable.

**Effect of change:** None

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**SPED 498 – Internship – Exceptional Children/Elementary**

**Change to:**
Internship - Exceptional Children/Elementary Special Education
Supervised teaching experience to develop and demonstrate teaching competence for exceptional children and youth with disabilities. Repeatable to 24 cr S/U grading.

Prereq: Recommendation for supervised teaching.
Credits: **2 to 18 15**
Grade Mode: S/U
Schedule Type: Internship
Repeatability: Repeatable (24 units) **No**
Attributes: ITRN

**Rationale for change:**
The title will be changed to the following: Internship - Special Education in order to more accurately represent the content of this internship and to comply with CEC standards. The credits will be changed to 15 credits to be consistent with updated program requirements. The internship will not be repeatable.

**Effect of change:** None

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**PROGRAM REVISION**

**Special Education – P-12 and Elementary Education (Dual Endorsement), BAE**

**Change to:**
Requirements

**Major — Special Education: 60 66 credits**
- SPED 360 - Introduction to Special Education
- SPED 460 - Interventions for Classroom Management
- SPED 464 - Disability Law and IEP
- SPED 465 - Norm Referenced Assessment - Assessment for Special Education and General Education Teachers
- SPED 467 - Curriculum-Based Evaluation
- SPED 468 - Effective Collaboration with Families, Professionals and Community
- SPED 471 - Interventions for Learning Problems and Academic Achievement in a Diverse Classroom
- SPED 472 - Behavior Assessment and Intervention
- **SPED 477 - Practicum IV - Behavior Assessment and Intervention**
Elementary Program Curriculum and Methods: **29-30 39 credits**

- SPED 474 - Students With Complex Needs
- SPED 476 - Practicum II - Service Delivery Models
- SPED 478 - Complex Needs II
- SPED 480 - Practicum II III: Literacy- Individual/Group Intervention, Reading
- SPED 481 - Practicum III VI: Literacy 2- Individual/Group Intervention, Written Expression
- SPED 482 - Practicum IV VII: Individual/Group Intervention, Math
- SPED 483 - Reading Instruction for Students With Special Needs
- SPED 484 - Designing Written Expression Interventions
- SPED 485 - Designing Math Interventions
- SPED 486 - Case Study Applications in Special Education

**Elementary Program Curriculum and Methods:**

**29-30 39 credits**

- SPED 474 - Students With Complex Needs
- SPED 476 - Practicum II - Service Delivery Models
- SPED 478 - Complex Needs II
- SPED 480 - Practicum II III: Literacy- Individual/Group Intervention, Reading
- SPED 481 - Practicum III VI: Literacy 2- Individual/Group Intervention, Written Expression
- SPED 482 - Practicum IV VII: Individual/Group Intervention, Math
- SPED 483 - Reading Instruction for Students With Special Needs
- SPED 484 - Designing Written Expression Interventions
- SPED 485 - Designing Math Interventions
- SPED 486 - Case Study Applications in Special Education

**Rationale for change:**

Current credits = 154 – 155. Proposed credits 155

Council for Exceptional Children (CEC), our primary professional body, is requiring additional standards with more emphases upon the following: diversity, assistive technology, co-teaching, training and supervision of para-educators, health services, children with severe disabilities (e.g., positioning, feeding, communication, etc.), and
graduated field experiences for multiple ages, multiple types of disabilities, and multiple placement options. In addition, at the last Special Education Directors meeting hosted by the Department of Special Education and Education Leadership, directors across the state noted the need for candidates prepared to teach children with severe disabilities as well as candidates with more knowledge about the variety of existing special education placements available from district to district. The challenge in meeting these emphases is doing so without increasing credits and without changing time to degree.

In order to meet these additional demands without increasing the credits for the program, the department is re-aligning special education curriculum with standards and requirements. We have worked within our present structure to accommodate the new requirements without adding credits. The following paragraphs detail how we propose to make these changes.

Description of the new courses: SPED 478 Complex Needs II is designed to address the needs of individuals with more severe disabilities (e.g., positioning, feeding, communication, and assistive technology, specific to this population). SPED 476 Practicum III - Service Delivery Models is designed to offer additional field experiences, coupled with SPED 474 – Complex Needs. SPED 477 Practicum IV - Behavior Assessment and Intervention is designed to provide practice within a school setting, creating behavior plans. This one credit course is coupled with SPED 472 Behavior Assessment and Intervention. These field experiences will provide additional practice required by CEC and will also meet the needs identified by the special education directors from across the state. In addition, the new field experiences will extend opportunities for candidates to practice into two additional quarters. These changes will not add credits or change time to degree.

The Department is also proposing to add a course SPED 494 Internship - Elementary (15 credits). In doing so, the program will drop the requirements for ELED 494 – Elementary Internship for 16 credits, which SPED candidates are currently required to take, and create the new internship under the SPED rubric. This reduction of one credit from 16 to 15 is more in line with other internships in the college. The course will have the same content as under the ELED prefix. The purpose of changing the prefix is to allow the Department to have influence over the course when necessary changes need to occur. This allows us to keep up with the demands of the accrediting bodies in a timely, efficient manner.

In order to meet the requirements and still remain within the credit limit and not change time to degree, the department proposes the deletion of one of the two courses from the arts. Currently, the program includes two arts courses, one integrated arts course (e.g., ART 398, DNC 398, MUS 398, or THTR 398) and one arts course from a list of second options for three to four credits (e.g., ART 380, DNC 433, MUS 361, THTR 350, or THTR 351). The Department is also proposing to reduce credits for SPED 498 Internship-Exception Elem Child, which is the special education internship from 16 to 15 credits in order to maintain consistency in credits for internship across the program.

Finally, the Department proposes to move four courses that have multiple prefixes, non-SPED prefixes, from the subtitle of Professional Studies to the subtitle of Elementary Programs and Curriculum Methods. This change is for consistency and clarity only and does not change the number of credits for the total program overall. The number of credits under Elementary Program and Curriculum Methods will increase to 39. But at the same time the number of credits under Professional Studies will decrease to 20. The order of the courses is changed under Elementary Program and Curriculum Methods for clarity.

With these changes within the Department and across other departments, the Department can address additional requirements mandated by CEC while still maintaining the current credits and time to degree. The number of credits for the current program is 154 – 155. The number of credits for the proposed program is 155.

**Effect of change:** The Department contacted Dr. David Carroll regarding the change from ELED prefix for elementary internship to a SPED prefix for elementary internship that SPED students are required to take. Dr. Carroll agreed with the change.

The Department contacted all liaisons of the arts courses and the Dean of College of Fine and Performing Arts, Dr. Kit Spicer. All agreed that dropping the second option for the arts was regrettable, but necessary. We thank all involved for the support we have received in making these changes. We also thank the College of Fine and Performing Arts for the years of providing meaningful, and worthwhile, options in the arts for the benefit of our students.
**DEPARTMENT:** Elementary Education, WCE

**COURSE REVISION**

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<th>ELED 480 – Literacy: Beginning Communicators</th>
<th>1005116</th>
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**Change to:**
Application of theoretical and research-based concepts of literacy. Teaching and learning of emergent/beginning communicators in a pluralistic society. Includes practicum experiences in an elementary or middle school.

Prereq: ENG 370, LING 201 or ELL 432 (or other linguistics course by approval) for ELED and ECE Dual Endorsement students; ELED 370 or ECE 391 for ECE majors; SPED 420 or ECE 391 for ECSE majors.
Credits: 5
Grade Mode: Letter
Schedule Type: Lecture; Lab
Repeatability: Not Repeatable
Attributes:

**Rationale for change:**
Add ENG 370 as an acceptable prerequisite for this course to aid students in time to degree.

**Effect of change:** None