Woodring Curriculum Committee
Curriculum Committee MINUTES

Meeting Date: April 8, 2016   MH 250D

Members Present: Gail Coulter (chair), David Carroll, Bridget Kelley, Raine Dozier (for Devyani Chandran)
Regrets: Larry Antil, Bruce Larson, Veronica Velez

Minutes prepared by: Carole Teshima

Meeting called to order by chairperson, Gail Coulter, 1:00 p.m.

I. Introductions
II. Items from Chair

III. Committee discussed and acted on the following items:

SUMMARY

CURRICULAR ITEMS

DEPARTMENT: ELEMENTARY EDUCATION

COURSE REVISION

Approved

<table>
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<tr>
<th>Course No</th>
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<tbody>
<tr>
<td>ELED 480</td>
<td>Literacy: Beginning Communicators</td>
<td>Revision - Descr. &amp; Prereqs.</td>
<td>Approved and sent to TCCC</td>
<td>1005116</td>
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DEPARTMENT: SPECIAL EDUCATION

PROGRAM REVISION

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DEPARTMENT: SPECIAL EDUCATION

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<td>SPED 471</td>
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</table>
Approved Motion by Carroll; Second by Dozier
SPED 480 Practicum II: Literacy 1 Revision - title Approved and sent to TCCC
SPED 481 Practicum III: Literacy 2 Revision – title Approved and sent to TCCC
SPED 482 Practicum IV: Math Revision – title Approved and sent to TCCC
SPED 495 Clinical Internship Revision – credits & repeatability Approved and sent to TCCC
SPED 498 Internship - Exceptional Children/Elementary Revision – title, descr., credits, repeatability Approved and sent to TCCC

NOTE: SPED 495 is not part of the program revision.

DEPARTMENT: SPECIAL EDUCATION
NEW COURSE
Approved Motion by Dozier; Second by Carroll

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<td>Intervention</td>
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<td>SPED 478</td>
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<td>SPED 497</td>
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Details

DEPARTMENT: ELEMENTARY EDUCATION
COURSE REVISION

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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 schools.

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 on other programs/departments/colleges/collegial communication:
Other departments and programs are not affected.

DEPARTMENT: SPECIAL EDUCATION

PROGRAM REVISION

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Change to copy:
Requirements
Major — Special Education: 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
- 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: 29-39 credits

- One course from:
  - ART 398 - Integrated Arts for Elementary Educators
  - DNC 398 - Integrated Arts for Elementary Educators
  - MUS 398 - Integrated Arts for Elementary Educators
  - THTR 398 - Integrated Arts for Elementary Educators
  - One course from:
    - ART 380 - Art Educating the Child
    - DNC 423 - Creative Movement for Educators With Lab
    - MUS 361 - Music for Elementary Teachers
    - THTR 350 - Theatre for Youth
    - THTR 351 - Creative Pedagogy

- ELED 426 - Social Studies Methods
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 paraprofessionals, 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 497 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 subtile of Professional Studies to the subtile 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 on other programs/departments, colleges/collegial communications:**
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. Please see email as attachment.
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. Please see email attached.

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**Change to:**
School Practicum I - General Education

**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 on other programs/departments/colleges/collegial communication:**
N/A Intradepartmental decision
### DEPARTMENT: SPECIAL EDUCATION

#### COURSE REVISION

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**Change to:**
Norm Referenced Assessment for Special Education and General Education Teachers

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 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.

**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 on other programs/departments/colleges/collegial communication:**
Intradepartmental decision

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**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.

**Rationale for change:**
The 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 matches the content.

**Effect of change on other programs/departments/colleges/collegial communication:**
N/A Intradenpartmental decision

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**Change to:**
Practicum II: Literacy I - Individual/Group Intervention, Reading

**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 on other programs/departments/colleges/collegial communication:**
N/A I Intra-departmental decision

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**Change to:**
Practicum III: Literacy 2 VI - Individual/Group Intervention, Written Expression

**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 on other programs/departments/colleges/collegial communication:**
N/A I Intra-departmental decision

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**Change to:**
Practicum IV – VII - Individual/Group Intervention, Math

**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 on other programs/departments/colleges/collegial communication:**
N/A I Intra-departmental decision. No agreement required.

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**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 maximum 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 on other programs/departments/colleges/collegial communication:**
N/A I Intradepartmental decision

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**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. This is done 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 on other programs/departments/colleges/collegial communication:**
N/A I Intradepartmental decision

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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.

**Rationale for prerequisites:**
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.
DEPARTMENT: SPECIAL EDUCATION
NEW COURSE

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**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.

**Rationale for prerequisites:**
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.

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NEW COURSE

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**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.

**Rationale for prerequisites:**
Complex Needs II is based upon concepts initiated in Complex Needs. Complex Needs must be a prerequisite in order for candidates to understand more complex materials taught in Complex Needs II.
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**Final copy:**
Supervised general education teaching experience to develop and demonstrate teaching competence at the primary and/or intermediate grade levels. S/U grading.

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.

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