

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: CEHD

## PROPOSED IMPROVEMENTS

### Academic Program

- ☐ New degree\*
- ☐ New major\*
- ☐ New curriculum\*
- ☐ New concentration\*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☒ Other (explain\*\*)

### Substantive Course Changes

- ☐ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description  
(attach current & proposed)
- ☐ General education (select one)  
Not Applicable
- ☐ Other (explain\*\*)

### Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain\*\*)

\*\* Other: X – Program Name Change

Title of degree, curriculum, major, minor, concentration, or certificate: Current: B.S. Elementary Education and Special Education: Learning Disabilities K-12

Proposed: B.S. Special Education and Elementary Education: Learning Disabilities and Emotional Impairments K-12

Per Kelley Oliver the new program codes could be SELP and SELJ

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

## Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture

2. ☐ Lab or discussion

3. ☐ Lecture/lab/discussion

4. ☐ Seminar or ☐ studio

5. ☐ Independent study

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date

Chair, College Curriculum Committee

Date

Dean

Date: 10-5-15 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

## FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

RECEIVED

SEP 03 2015

College of Education and  
Human Development

1. Explain briefly and clearly the proposed improvement.

The Special Education Department proposes the name change to maintain compliance with Michigan Department of Education approved program. A name change was intended to be included in the proposal submitted Spring 2015 (proposal 570), but didn't meet the timelines to be approved for the 2015 catalog.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

The change in title reflects the recently state mandated changes and includes all three earned endorsements (Elementary, Learning Disabilities and Emotional Impairments).

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

No effect

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No change.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Student transcripts will correctly reflect earned endorsements.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Name change will not impact student or external market, but will clarify program content and outcomes.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

No change

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

N/A

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

N/A

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This change is in response to an internal assessment of our current program in response to changes in state mandates..

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

The change in title will make transfer articulation easier for prospective special education students and all students interested in elementary education through clarification of the program content.

Catalog copy -name change from  
Elementary Education and Special Education: Learning Disabilities K-12  
to  
Special Education and Elementary Education: Learning Disabilities and Emotional Impairments K-12

Current Catalog Copy (2015)—Departments and Programs list

## **Special Education and Literacy Studies**

- [Elementary Education and Special Education: Learning Disabilities K-12](#)

Proposed Catalog Copy (2016)—Departments and Programs list

## **Special Education and Literacy Studies**

- [Special Education and Elementary Education: Learning Disabilities and Emotional Impairments K-12](#)
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## Elementary Education and Special Education: Learning Disabilities K-12

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←Return to: [Departments and Programs](#)

### Elementary Education Content Area Requirements (49-50 hours)

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- [ART 1480 - Direct Encounter with the Arts](#) Credits: 4 hours
- Or
- [MUS 1480 - Direct Encounter with the Arts](#) Credits: 4 hours
- [MATH 1500 - Number Concepts for Elementary/Middle School Teachers](#) Credits: 4 hours
- [MATH 1510 - Geometry for Elementary/Middle School Teachers](#) Credits: 4 hours
- [MATH 2650 - Probability and Statistics for Elementary/Middle School Teachers](#) Credits: 4 hours
- [ENGL 3830 - Literature for the Intermediate Reader](#) Credits: 4 hours
- [ECON 1000 - Economics for Elementary Education](#) Credits: 3 hours
- [GEOG 1020 - World Geography through Media and Maps](#) Credits: 3 hours
- [HIST 2100 - American History to 1877](#) Credits: 3 hours
- [HIST 3020 - World History to 1500](#) Credits: 3 hours
- Or
- [HIST 3290 - Michigan History](#) Credits: 3 hours
- [PSCI 2000 - National Government](#) Credits: 3 hours
- [BIOS 1700 - Life Science for Non-Majors](#) Credits: 3 hours
- [PHYS 1800 - Physics: Inquiry and Insights](#) Credits: 3 hours
- [GEOG 1900 - Exploring Earth Science: The Atmosphere](#) Credits: 3 hours
- [CHEM 2800 - Active Chemistry](#) Credits: 3 hours
- [HOL 1000 - Choices in Living](#) Credits: 3 hours
- Or
- [HPHE 1110 - Healthy Living](#) Credits: 2 hours
- [ED 2500 - Human Development: Applications in Education](#) Credits: 3 hours
- (Requires grade of "CB" or better)

### Professional Level Elementary Education Requirements (50 hours)

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Students must meet Elementary Education admissions requirements or be accepted into the Special Education professional program in order to take the Professional Level Elementary Education classes listed below.

A minimum grade of “CB” must be earned in all Professional Level Elementary Education courses.

- [LS 3770 - Literacy I: Literacy/Language Development in Emergent and Beginning Literacy](#) **Credits:** 3 hours
- [LS 3780 - Literacy II: Literacy/Language Arts Development across Disciplines](#) **Credits:** 3 hours
- [ENGL 3690 - Writing in the Elementary School](#) **Credits:** 4 hours
- [HPHE 3400 - Physical Education for the Elementary Classroom Teacher](#) **Credits:** 2 hours
- [HPHE 3520 - Teaching Health in the Elementary School](#) **Credits:** 2 hours
- [MATH 3520 - Teaching of Elementary/Middle School Mathematics](#) **Credits:** 3 hours
- [EDT 3470 - Technology for Elementary Education](#) **Credits:** 3 hours
- [SPED 4270 - Learners with Disabilities in Elementary and Middle School Programs](#) **Credits:** 3 hours
- [ED 4010 - Teaching Elementary School Science](#) **Credits:** 3 hours
- [ED 4070 - Teaching Elementary Social Studies](#) **Credits:** 3 hours
- [ED 4300 - Creativity in the Elementary Classroom](#) **Credits:** 3 hours
- [ED 3710 - Elementary Classroom Organization and Management](#) **Credits:** 3 hours
- [ED 4500 - Pre-Internship in Elementary Education](#) **Credits:** 3 hours
- [ED 4710 - Intern Teaching: Elementary/Middle School](#) **Credits:** 5, 8, or 10 hours
- [ED 4100 - Seminar in Education](#) **Credits:** 1 to 2 hours

## Course Requirements in Learning Disabilities (32 hours)

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Students must be accepted into the Special Education professional program in order to take the Special Education classes listed below.

A minimum grade of “CB” must be earned in all Special Education classes.

**Note:** Students must see a department advisor regarding the sequence in which the courses must be completed.

- [SPED 3300 - Foundations of Special Education](#) **Credits:** 3 hours
- [SPED 3380 - Prevention and Intervention Techniques for Establishing Positive School Environments](#) **Credits:** 3 hours
- [SPED 4330 - Assessment and Data-Based Decision Making in Special Education](#) **Credits:** 3 hours

- [SPED 4340 - Evidence-Based Instruction I: Focus on K-5 Foundations of Reading, Written Language, and Content Areas](#) **Credits:** 3 hours
- [SPED 4040 - Field Experience in Special Education II: Data-Based Decision Making and Effective Instruction](#) **Credits:** 3 hour
- [SPED 3390 - Collaboration and Communication in Special Education](#) **Credits:** 3 hours
- [SPED 4350 - Evidence-Based Instruction II: Focus on 6-12 Language Arts, Math, Science and Social Studies](#) **Credits:** 3 hours
- [SPED 4810 - Field Experience in Special Education III: Strategic Interventions for Learners with High Incidence Disabilities](#) **Credits:** 3 hour
- [SPED 4100 - Seminar in Special Education: Learning Disabilities and Emotional Impairments](#) **Credits:** 2 hours
- [SPED 4760 - Intern Teaching in Special Education: Learning Disabilities](#) **Credits:** 6 hours

## Course Requirements in Emotional Impairments (20 hours)

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- [SPED 3310 - Field Experience in Special Education I: Effective Instruction](#) **Credits:** 3 hour
- [SPED 3700 - Introduction to Emotional Impairments](#) **Credits:** 3 hours
- [SPED 3710 - Classroom Practicum with Learners with Emotional Impairments](#) **Credits:** 1 hour
- [SPED 3750 - Strategic Interventions for Social and Academic Behaviors](#) **Credits:** 3 hours
- [SPED 4100 - Seminar in Special Education: Learning Disabilities and Emotional Impairments](#) **Credits:** 2 hours
- [SPED 4750 - Intern Teaching in Special Education: Emotional Impairments](#) **Credits:** 6 hours

## Special Education and Elementary Education: Learning Disabilities and Emotional Impairments K-12

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↩ Return to: [Departments and Programs](#)

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