

Tina L Thompson

From: Regena F Nelson
Sent: Tuesday, April 3, 2018 10:44 AM
To: Carol A Weideman
Cc: Tina L Thompson
Subject: Curriculum Course Request Change Course SPED 6390 - E-2018-SPLS-13; effective term: 201910
Attachments: 6390 Curriculum Modification Form.pdf

Please verify your data for New Curriculum Course Request for department: SPLS; college: E.
Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 01-FEB-2018

Request ID: E-2018-SPLS-13

College: E

Department: SPLS

Initiator name: Emily Curiel

Initiator email: emily.curiel@wmich.edu

Proposed effective term: 201910

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: G

Proposed course data:

Change Course SPED 6390

Specific Course Change type selected: Description

1. Existing course prefix and number:
SPED 6390

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
Yes

B. Please choose the applicable class level:
Graduate

C. Please choose Yes or No to indicate if this class is a General Education class:
No

D. Explain briefly and clearly the proposed improvement.

We are updating the course description for SPED 6390.

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

This course description will better reflect the necessary content to meet the Council for Exceptional Children Initial and Advanced Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder and Michigan Department of Education Teacher Certification. The autism (AI) program needs to meet state and national accreditation standards. This course was developed when this endorsement was first initiated in 2015, and this adjustment is more descriptive than previously.

F. List the student 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. Learning Outcomes: This course will meet the Council for Exceptional Children Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder in the following listed below. Specifically our students will apply knowledge learned through coursework in the field in the following broad areas of preparation in special education.

- Initial:
 - o Standard 2 (Learning Environments)
 - o Standard 3 (Curricular Content Knowledge)
 - o Standard 4 (Assessment)
- Advanced:
 - o Standard 2 (Curricular Content Knowledge)
 - o Standard 3 (Program, Services, and Outcomes)
 - o Standard 4 (Research and Inquiry)
 - o Standard 5 (Leadership and Policy)

Specific learning outcomes include that by the end of the course, students will be able to:

1. Define diagnostic criteria and educational eligibility for students with ASD along with criteria for evidence-based practices.
2. Discuss the application of positive and negative reinforcement and punishment in classroom settings.
3. Describe motivating operations including identifying ways to gain instructional control and motivation including implementing preference assessments.
4. Examine classroom environments for students with ASD.
5. Describe stimulus control and prompting procedures in classroom settings.
6. Describe applied behavior analytic procedures for skill acquisition for students with ASD including the use of discrete trial training and naturalist intervention.
7. Define and explain imitation, shaping, and chaining for developing new behavior.
8. Describe antecedent and consequence based interventions.
9. Explain the use of token economies, group contingencies, contingency contracting, self-management, generalization, and maintenance in classroom settings.
10. Select, read the research, and present on an evidence-based practice for students with ASD.

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

This course description will better reflect the necessary content to meet the Council for Exceptional Children Initial and Advanced Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder and Michigan Department of Education Teacher Certification. The autism (AI) program needs to meet state and national accreditation standards. This course was developed when this endorsement was first initiated in 2015, and this adjustment is more descriptive than previously. The new course description will better reflect the course activities that meet current professional competencies. After a departmental review of the professional competencies and course alignment, a new course

description will better meet the needs of students and the program. We are continuing to collect data from key assessments in this new program.

H. 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.

There is no effect on other colleges, departments, or programs. We are just changing the course description.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. This course is already in our course sequence. The proposed change does not effect the department.

J. 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.

This description better reflects the course's core content providing clarification for students.

K. 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?

There is a critical shortage of special education teachers at the national and state level. Course capacity is 20 students.

L. 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.) This change in course description will not effect resources.

M. 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.) This is a graduate level class.

N. (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.

This is a graduate level class.

O. Current course description:

Provides students with the foundational knowledge and skills required in the application of evidence-based instructional interventions to individuals with autism spectrum disorders and other developmental disabilities in educational settings. Among the topics covered are: functional assessment, positive behavioral supports, effective skill instruction, assistive technology, reinforcement-based interventions for problem behavior, and functional communication training.

P. Proposed course description:

SPED 6390: Evidence-Based Instructional Practices: Autism

This course provides students with the foundational knowledge and skills required in the application of evidence-based instructional interventions to individuals with autism spectrum disorder (ASD) and other developmental disabilities in

educational settings. Topics covered include instructional control, motivation, classroom management, naturalistic intervention, self-management, antecedent-based interventions, stimulus control, generalization, and maintenance.

Prerequisites/Corequisites: Prerequisite: SPED 6380

Credits: 3 hours

Notes: Open to Graduate students only.

Department Curriculum Chair approver: Susan Piazza

Department Curriculum Chair comment:

Date: 03-APR-2018

Department approver: Regena Nelson

Chair comment:

Date: 03-APR-2018

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before final submission.

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Children Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder in the following listed below. Specifically our students will apply knowledge learned through coursework in the field in the following broad areas of preparation in special education. • Initial: o Standard 2 (Learning Environments) o Standard 3 (Curricular Content Knowledge) o Standard 4 (Assessment) • Advanced: o Standard 2 (Curricular Content Knowledge) o Standard 3 (Program, Services, and Outcomes) o Standard 4 (Research and Inquiry) o Standard 5 (Leadership and Policy)

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

The new course description will better reflect the course activities that meet current professional competencies.

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RELEASE: 8.5.3

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