

Tina L Thompson

From: Carol A Weideman
Sent: Tuesday, April 3, 2018 11:21 AM
To: Regena F Nelson
Cc: Tina L Thompson; Susan V Piazza; Shaila Rao
Subject: Re: Curriculum Course Request Change Course SPED 5340 - E-2018-SPLS-22; effective term: 201840
Attachments: CEHD 874.doc

Tina,
please update proposal #874 on the website. I don't know what the formatting gets so wonky when it is corrected, so I've done some formatting. I've sent the proposal on it's way to the Dean's desk.

thank you,
Carol

From: Regena F Nelson
Sent: Tuesday, April 3, 2018 10:44:19 AM
To: Carol A Weideman
Cc: Tina L Thompson
Subject: Curriculum Course Request Change Course SPED 5340 - E-2018-SPLS-22; effective term: 201840

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: 09-FEB-2018

Request ID: E-2018-SPLS-22

College: E

Department: SPLS

Initiator name: Shaila Rao

Initiator email: shaila.rao@wmich.edu

Proposed effective term: 201840

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 5340 Change type selected: Pre or Co-requisites1. Existing course prerequisites:Prerequisites and Restrictions:(SPED 5330 Minimum Grade of C with concurrency ORSPED 5330 Minimum Grade of D with concurrency)2. Proposed course prerequisites:NONE3. Existing course corequisites:Corequisites: Special Education(SPED) 50404. Proposed course corequisites:NONE5. Proposed course prerequisites that may be taken

concurrently (before or at the same time):NONE6. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):NONEA. Please choose Yes or No to indicate if this class is a Teacher Education class:YesB. Please choose the applicable class level:GraduateC. Please choose Yes or No to indicate if this class is a General Education class:NoD. Explain briefly and clearly the proposed improvement.The existing pre-and co-requisites are being removed from SPED 5340.E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).This is to make it easier for students to enroll as there are no pre-and co-requisites needed for this course.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.Use interdisciplinary communication skills associated with a teacher consultant role.Provide quality educational services to students with disabilities in the state, region, and nation.Implement the Clinical Teaching Model in their educational programs serving students with disabilities.Function as a resource for regular educators serving students with disabilities.Serve as a resource for parents/guardians of students with disabilities.Be critical consumers of current and emerging educational techniques and technologies.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. Only co-and pre-requisites are being removed for easy enrollment. 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.This will have no effect on other colleges, departments, or programs.I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.This will not have any effect on department's other programs.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.Makes it easier for students to enroll. 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?The change will make it easier for students to enroll in this course. 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.)There is no effect on resources as it has been offered before. 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 not a general education course.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.Not applicable. This is a graduate level course.O. Current course description:SPED 5340 - Evidence Based Interventions I: Foundations of Reading, Written Language and Content AreasThis course will focus on theories and research that form the basis of curriculum development and instructional practices within the Common Core of English Language Arts, and Content Areas for K5 learners including students with high incidence disabilities and those students academically at-risk. The course will emphasize application of ethical principles and practices in planning and delivering explicit differentiated instruction using universal design for learning (UDL) principles, evidence-based instructional strategies, collaborative strategies, assistive technology, and development of self-determination skills that ensure access to general education curriculum for students with high incidence disabilities and those academically at risk.Prerequisites/Corequisites: Prerequisite: SPED 5330 (may be taken concurrently); Corequisite: SPED 5040.Credits: 3 hoursNotes: Open to upperclass and graduate Students.P. Proposed course description:SPED 5340 - Evidence Based Interventions I: Foundations of Reading, Written Language and Content AreasThis course will focus on theories and research that form the basis of curriculum development and instructional practices within the Common Core of English Language Arts, and Content Areas for K5 learners including students with high incidence disabilities and those students academically at-risk. The course will emphasize application of ethical principles and practices in planning and delivering explicit differentiated instruction using universal design for learning (UDL) principles, evidence-based instructional strategies, collaborative strategies, assistive technology, and development of self-determination skills that ensure access to general education curriculum for students with high incidence disabilities and those academically at risk. Credits: 3 hoursNotes: Open to upperclass and graduate Students.

Department Curriculum Chair approver: Susan Piazza

Department Curriculum Chair comment:

Date: 03-APR-2018

Department approver: Regena Nelson

Chair comment:

Date: 03-APR-2018

