

Revised 7/23/07

PROPOSAL SUMMARY AND ROUTING FORM

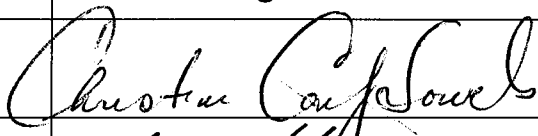
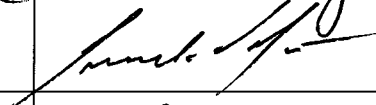
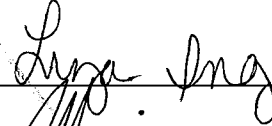
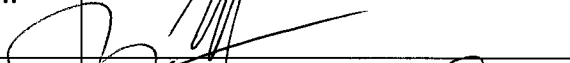
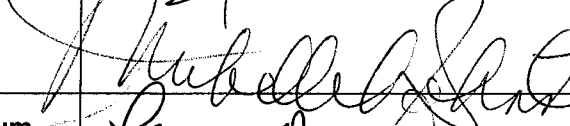



Proposal Title: Addition of two new courses in the Master's of Education - Special Education option

Initiating Unit or Individual: Christine Conley-Sowels

Contact Person's Name: Christine Conley-Sowels e-mail: conleyc@ferris.edu phone: 5376

Date or Term of Proposal Implementation: Fall 08

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty		11/20/07	<u>5</u> Support 0 Support with Concerns 0 Not Support
Department Faculty		1/15/07	<u>14</u> Support 0 Support with Concerns 0 Not Support
Department Head		1/22/07	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
College Curriculum Committee		2/5/08	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
Dean		2/11/08	<input checked="" type="checkbox"/> Support 8 Support with Concerns ___ Not Support
University Curriculum Committee		2/28/08	<input checked="" type="checkbox"/> <u>6</u> Support <i>Evotes</i> ___ Support with Concerns ___ Not Support
Senate		3/3/08	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
Academic Affairs		3/4/08	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs		
President (Date Approved)	Board of Trustees (Date Approved)	President's Council (Date Approved)

1. Proposal Summary

With the addition of these two (2) special education courses FSU students will be able to gain an endorsement in another area of special education – Teachers of Students with Emotional Impairments (EI).

There is a need for special education teachers in Michigan. The FSU Department of Education currently offers endorsements in the areas of Cognitive Impairment (CI) and Learning Disabilities (LD). There have been requests from many students for the additional endorsement of EI being offered here at FSU. These additional courses with the directed teaching course (ESPN 592) will allow students to gain this additional endorsement by the Michigan Department of Education., once they pass the EI subject area Michigan Test for Teacher Certification.

Action requested:

Approval for two additional special education courses in the education department:

1. ESPN 550 – new course description
2. ESPN 552 – new course description

Note: This change will also move ESPN 553 from the required courses on the Special Education Endorsement Option on Form D to a section titled (Teachers of Students with Emotional Impairments) offering the students another area of special education endorsement.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
ESPN	550	Introduction to Students with Emotional Impairment
ESPN	552	Teaching Students with Emotional Impairment

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
---------------	---------------	--------------

c. Existing Course(s) to be Modified:

Prefix	Number	Title
---------------	---------------	--------------

d. Addition of existing FSU courses to program

Prefix	Number	Title
---------------	---------------	--------------

e. Removal of existing FSU courses from program

Prefix	Number	Title
---------------	---------------	--------------

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

CURRICULUM CONSULTATION FORM

For proposals affecting graduate and professional curricula

1. This completed form should be forwarded with the proposal to the chair of the University Graduate and Professional Council.
2. The University Graduate and Professional Council must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must respond to any concerns by the Council. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Addition of two new courses in Masters of Education - Special Education option

Initiator(s) Christine K. Conley-Sowels

Proposal Contact: Christine K. Conley-Sowels **Date Sent:** Nov. 20, 2007

Department: School of Education **Campus Address:** 406 Bishop Hall
(Please print)

Response from: **Graduate and Professional Council**

Chair: _____ Date Returned: _____

Based upon Graduate and Professional Council review on _____ (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on graduate and professional program issues at the university. Use additional pages, if necessary.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: Addition of two new courses in the Masters in Education - Special Education Option

Projected number of students per year affected by proposed change: 50

Initiator(s): Christine K. Conley-Sowels

Proposal Contact: Christine K. Conley-Sowels Date Sent: Nov. 20, 2007

Department: School of Education **Campus Address:** 406 Bishop Hall
(Please print)

Liaison Librarian Signature: _____ **Date:** _____

Dean of FLITE Signature: _____ **Date Returned:** _____

Based upon our review on _____ (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$_____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

Ferris State University – College of Education & Human Services
Master's of Education Option: Curriculum and Instruction
Special Education Endorsement Option* - 40- 43Credits

Name: _____ SS#: _____

Course	Core Requirements (9 credits)	Core Requirements	Grade
ERLA	501	Understanding Literacy and Language Development	3
EDUC	508	Instruction of Exceptional Learners	3
EDUC	570	Teaching and Learning Theories in the Classroom	3
Special Education Requirements (18 Credits)			
ESPN	502	Communication, Collaboration and Consultation in Special Education	3
ESPN	503	Behavioral Dimensions of Students with Special Needs	3
ESPN	504	Development and Implementation of Individual Education Programs	3
ESPN	505	Assessing Students with Special Needs	3
ESPN	553	ASSESSMENT, DEVELOPMENT, AND IMPLEMENTATION OF BEHAVIOR AND CLASSROOM MANAGEMENT	3
EDUC	660	Action Research **	3
EDUC	699	Thesis **	3
Endorsement Area [Student must select one of the following endorsement areas]			
Teachers of Students with Cognitive Impairments (13 credits)			
ESPN	530	Basic Concepts in Cognitive Impairments	3
ESPN	532	Teaching the Student with Mild Cognitive Impairments	3
ESPN	534	Teaching the Student with Moderate to Severe Cognitive Impairments	3
ESPN	592	Directed Teaching- Special Needs	4
Teachers of Students with Learning Disabilities (13 credits)			
ERLA	533	Students with Reading Difficulties	3
ESPN	520	Introduction to the Student with Learning Disabilities	3
ESPN	522	Teaching the Student with Learning Disabilities	3
ESPN	592	Directed Teaching- Special Needs	4
Teachers of Students with Autism (13 credits) (Pending MDE Approval) (Students choosing this area must also have full approval in one other area of Special Education)			
ESPN	540	Basic Concepts in Autism	3
ESPN	542	Curriculum and the Autistic Child	3
ESPN	546	Working with Parents and Professionals	3
ESPN	592	Directed Teaching- Special Needs	4

(ESPN M.Ed. check sheet)

*Note: This program is open only to those already holding a K-12 teacher certification.

**Note: ESPN 660 must be taken prior to ESPN 699 (ESPN 699 is the student's last course).

12/06 ckc

Ferris State University – College of Education & Human Services
Master's of Education Option: Curriculum and Instruction
Special Education Endorsement Option* - 40- 43Credits

Name: _____ SS#: _____

Course	Core Requirements (9 credits)	Core Requirements	Grade
ERLA	501	Understanding Literacy and Language Development	3
EDUC	508	Instruction of Exceptional Learners	3
EDUC	570	Teaching and Learning Theories in the Classroom	3
Special Education Requirements (18 Credits)			
ESPN	502	Communication, Collaboration and Consultation in Special Education	3
ESPN	503	Behavioral Dimensions of Students with Special Needs	3
ESPN	504	Development and Implementation of Individual Education Programs	3
ESPN	505	Assessing Students with Special Needs	3
EDUC	660	Action Research **	3
EDUC	699	Thesis **	3
Endorsement Area [Student must select one of the following endorsement areas]			
Teachers of Students with Cognitive Impairments (13 credits)			
ESPN	530	Basic Concepts in Cognitive Impairments	3
ESPN	532	Teaching the Student with Mild Cognitive Impairments	3
ESPN	534	Teaching the Student with Moderate to Severe Cognitive Impairments	3
ESPN	592	Directed Teaching- Special Needs	4
Teachers of Students with Learning Disabilities (13 credits)			
ERLA	533	Students with Reading Difficulties	3
ESPN	520	Introduction to the Student with Learning Disabilities	3
ESPN	522	Teaching the Student with Learning Disabilities	3
ESPN	592	Directed Teaching- Special Needs	4
Teachers of Students with Autism (13 credits) (Pending Approval) (Students choosing this area must also have full approval in one other area of Special Education)			
ESPN	540	Basic Concepts in Autism	3
ESPN	542	Curriculum and the Autistic Child	3
ESPN	546	Working with Parents and Professionals	3
ESPN	592	Directed Teaching- Special Needs	4
Teachers of Students with Emotional Impairments (13 credits) (Pending Approval)			
ESPN	550	Introduction Students with Emotional Impairment	3
ESPN	552	Teaching Students with Emotional Impairment	3
ESPN	553	Assessment, Development and Implementation of Behavior and Classroom Management	3
ESPN	592	Directed Teaching- Special Needs	4

(ESPN M.Ed. check sheet)

*Note: This program is open only to those already holding a K-12 teacher certification.

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESPN	550	Introduction to Students with Emotional Impairment

Course Description:

The course will provide the student with the foundations of working with students with emotional impairment. It will cover the identification, etiology, diagnosis, characteristics, classifications of emotional impairment, including psychiatric terminology and research-based models. Students will gain a working knowledge of the various agencies involved with students with emotional impairment, the need to collaborate with parents and service providers and the need for integrating academic instruction and curriculum with affective educational strategies.

Course Outcomes:

The Student Will:

- Outline the identification, etiology, diagnosis, characteristics, classifications of emotional impairment, including psychiatric terminology and research-based models.
- Research, analyze, critique and discuss policy issues regarding emotional impairment and behavioral disorders that impact identification, service delivery, outcomes, placement, academic, affective and behavioral interventions.
- Use instruments for assessing students with emotional impairment related to collecting indirect and direct data on academic, social and emotional functioning of students in order to develop reports and design, manage and monitor interventions.
- Develop skills for integrating academic instruction and curriculum with affective educational strategies for students with emotional impairment.
- Research and discuss the need to collaborate with parents and service providers in educational, public, and private agencies to support students with emotional impairment and the complexity of these collaborative efforts.
- Identify the impact of various factors upon the lives and behavior of students with emotional impairment and their families, such as the legal system, socioeconomic factors, abuse and dependency, and mental health disorders.

Course Outline including Time Allocation:

Identification, etiology, diagnosis, characteristics, classifications of emotional impairments - 10 hours

Foundations of working with students with emotional impairment - 10 hours

Research, analyze, critique and understand policy issues - 5 hours

Research Integration of academic instruction and curriculum with affective educational strategies- 5 hours

Foundations of working with the various agencies involved with students with emotional impairment - 5 hours

Direct observation and data collection of students with emotional impairment - 5 hours

Development of academic and behavior interventions for students with emotional impairment - 5 hours

Assessment:

Research paper on policy issues relating to students with emotional impairments

Data collection instruments based on direct observation

Presentation on academic and behavior intervention for students with emotional impairments

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
ESPN	552	Teaching Students with Emotional Impairment

Course Description:

This course will provide students with the knowledge and expertise to integrate academic instruction and curriculum with affective educational strategies for students with emotional impairment. They will learn to adapt, accommodate, and modify the general education curricula for students with emotional impairment.

Course Outcomes:

The Student Will:

- Demonstrate the knowledge on how to integrate academic instruction and curriculum with affective educational strategies for students with emotional impairment.
- Develop skills to adapt, accommodate, and modify the general education curricula, pedagogy, and learning environment for students with emotional impairment.
- Demonstrate the knowledge on how to collaborate with parents and service providers in educational, public, and private agencies to support students with emotional impairment
- Demonstrate the knowledge on how to assess and factor in the issues the students with emotional impairment and their families deal with, such as the legal system, socioeconomic factors, abuse and dependency, and mental health disorders.
- Demonstrate the knowledge on how to assess students with emotional impairment related to collecting indirect and direct data on academic, social and emotional functioning of students in order to develop reports and design, manage, and monitor interventions.
- Research and understand policy issues regarding emotional impairment and behavioral disorders that impact identification, service delivery, outcomes, placement, academic, affective, and behavioral interventions.

Course Outline including Time Allocation:

Research and develop lessons which integrate academic instruction and curriculum with affective educational strategies – 10 hours

Adapt, accommodate, and modify the general education curricula, pedagogy and learning environment for students with emotional impairments – 10 hours

Demonstrate the knowledge on how to assess students with emotional impairment relative to collecting indirect and direct data on academic, social and emotional functioning of students in order to develop reports and design, manage, and monitor interventions – 10 hours

Direct observation and data collection of students with emotional impairment – 5 hours

Development of academic and behavior interventions for students with emotional impairment – 10 hours

Course Assessments:

Lesson plans with modifications for behavioral and academic instruction with affective educational strategies

Assessment data collection for academic, social and affective areas

Functional Behavior Assessment and Behavior Intervention Plans

Research paper relating to teaching students with emotional impairments

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 200808 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

ESPN

b. Number

550

c. Enter Contact Hours per week in boxes.

LECTure 3

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Introduction to Students with Emotional Impairments (Limit to 30 characters/spaces.)

e. College Code: ED

f. Department Code: SCED

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course will provide the student with the foundations of working with students with emotional impairments. It will cover the identification, etiology, diagnosis, characteristics, classifications of emotional impairment, including psychiatric terminology and research-based models. Students will gain working knowledge of the various agencies involved with students with emotional impairment, the need to collaborate with parents and service providers and the need of integrating academic instruction and curriculum with affective educational strategies.

p. Term(s) Offered: S (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCG Chair Signature/Date:

[Signature] 2/28/08

Academic Affairs Approval Signature/Date:

[Signature] 3/14/08

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 200808 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

ESPN

b. Number

552

c. Enter Contact Hours per week in boxes.

LECTure 3

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Teaching Students with Emotional Impairments (Limit to 30 characters/spaces.)

e. College Code: ED

f. Department Code: SCED

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course will provide the student with the knowledge and expertise to integrate academic instruction and curriculum with affective educational strategies for students with emotional impairment. They will learn to adapt, accommodate and modify the general education curricula for students with emotional impairment.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 20

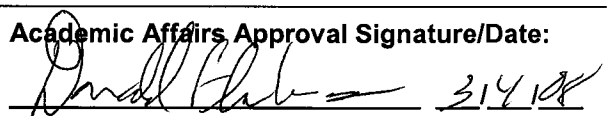
r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. .

UCC Chair Signature/Date:



2/28/08

Academic Affairs Approval Signature/Date:



3/4/08

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __