

Armstrong

MEMORANDUM

To: Graduate Curriculum Committee
From: Phyllis Fulton
Catalog Editor
Date: April 4, 2014
Re: Agenda – April e-meeting

A G E N D A

ITEMS

I. College of Education

A. Adolescent and Adult Education (no items)

B. Childhood and Exceptional Student Education

Items 1-6 from the Department of Childhood and Exceptional Student Education were discussed and the undergraduate portions approved by the UCC. They are being submitted to the Graduate Curriculum Committee for consideration of the graduate portions.

1. Create the following course:

SPED 5010U/G TECHNOLOGY FOR THE SPECIAL EDUCATOR 3-0-3

Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

Graduate Prerequisite: None

Description: Course covers methods for using technology to support and extend instruction, the appropriate use of assistive and adaptive technology, techniques for selecting and utilizing computer based instructional programs, and methods for developing multimedia-based interactive instructional materials.

Rationale: The content covered in SPED 3001 and EEXE 6010 will be addressed in SPED 5010U/G. Graduate students will complete an additional project analyzing technology for the special educator.

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: Childhood and Exceptional Student Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: SPED 3001 (undergraduate), EEXE 6010 (graduate).

2. Create the following course:

SPED 5130U/G Assessment in Special Education 3-V-3
Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education
Graduate Prerequisite: None
Description: Instruction in formal and informal assessment techniques and instruments appropriate for use in assessing students with disabilities. Demonstrates the use of assessment data to determine eligibility for services and to develop and evaluate individual education plans (IEP). A field experience is required.

Rationale: The content covered in SPED 3006 and EEXE 6130 will be addressed in SPED 5130U/G. Graduate students will complete an addition project analyzing assessment for the special educator.

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: Childhood and Exceptional Student Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: SPED 3006 (undergraduate), EEXE 6130 (graduate).

3. Create the following course:

SPED 5232U/G TEACHING MATHEMATICS AND DISABILITIES 3-V-3
Undergraduate Prerequisites: Admission to Candidacy in the College of Education, SPED 5110U, SPED 5130U
Graduate Prerequisite: SPED 5110G, SPED 5130G
Description: Strategies and techniques for teaching mathematics through research based and technology enhanced approaches. A field experience is required.

Rationale: The content covered in SPED 4002 and EEXE 6232 will be addressed in SPED 5232U/G. Graduate students will complete an additional project analyzing research based and technology enhanced mathematics strategies and approaches.

REQUESTED Effective Term: Fall 2014

CURCAT

Major Department: Childhood and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: SPED 4002 (undergraduate), EEXE 6232 (graduate).

4. Create the following course:

SPED 5231U/G TEACHING READING AND DISABILITIES 3-V-3

Undergraduate Prerequisites: Admission to candidacy in the College of Education, SPED 5110U and SPED 5130U

Graduate Prerequisites: SPED 5110G, SPED 5130G

Description: Research based, multisensory, technology enhanced strategies and techniques for teaching reading, spelling, and written expression skills in an integrated process. A field experience is required.

Rationale: The content covered in SPED 4003 and EEXE 6231 will be addressed in SPED 5231U/G. Graduate students will complete an additional project analyzing research based enhanced reading, spelling, and written expression strategies and approaches.

REQUESTED Effective Term: Fall 2014

CURCAT

Major Department: Childhood and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Instruction Type: Lecture

Course Equivalent: SPED 4003 (undergraduate), EEXE 6231 (graduate).

5. Create the following course:

SPED 5400U/G TRANSITION PLANNING 3-V-3

Undergraduate Prerequisites: Admission to candidacy in the College of Education and SPED 4005 and SPED 5130G

Graduate Prerequisites: EEXE 6025 and SPED 5130G

Description: Offers strategies for working collaboratively with parents/guardians, a variety of support professionals and related personnel and agency staff to plan and provide appropriate special education services to individuals in various instructional settings, including transitions to secondary

education or employment. Emphasizes skills required for team building. A field experience is required.

Rationale: The content covered in SPED 4008 and EEXE 6400 will be addressed in SPED 5400U/G. Graduate students will complete an additional project analyzing planning and collaboration to facilitate inclusion and transition.

REQUESTED Effective Term: Fall 2014

CURCAT

Major Department: Childhood and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: SPED 4008 (undergraduate), EEXE 6400 (graduate).

6. Modify the following program of study:

Program of Study for the Master of Arts in Teaching – Special Education

A. Foundations courses (15 hours)

EDUC 6000 Professional Orientation to Teaching3

~~EEXE 6010 Technologies for Special Education.....3~~

SPED 5010G Technology for the Special Educator.....3

EEXE 6025 Legal and Procedural Issues in Special Education3

EEXE 6027 Disabilities That Impact Learning and Behavior.....3

EEXE 6029 Brain Research and Educational Practice.....3

B. Specialized Content (19 hours)

~~EEXE 6130 Assessment of Student with Disabilities.....3~~

SPED 5130G Assessment in Special Education.....3

~~EEXE 6231 Language and Literacy Skills for Teaching Reading, Spelling and Written Expression.....3~~

SPED 5231G Teaching Reading and Disabilities.....3

~~EEXE 6232 Methods and Strategies for Teaching Mathematics and the Content Areas.....3~~

SPED 5232G Teaching Mathematics and Disabilities.....3

~~EEXE 6400 Collaboration for Transition and Post Secondary Education.....3~~

SPED 5400G Transition Planning.....3

FOUN 6745 Classroom Based Research	3
EEXE 6750 Graduate Internship	4
TOTAL	34 hours

Rationale: The content covered in EEXE 6010 is now addressed in SPED 5010U/G. The content covered in EEXE 6130 is now addressed in SPED 5130U/G. The content covered in EEXE 6231 is now addressed in SPED 5231U/G. The content covered in EEXE 6232 is now addressed in SPED 5232U/G. The content covered in EEXE 6400 is now addressed in SPED 5400U/G.

REQUESTED Effective Term: Fall 2014

II. College of Health Professions (no items)

III. College of Liberal Arts

- A. Art, Music, & Theatre (no items)
- B. Criminal Justice, Social and Political Science (no items)
- C. Economics (no items)
- D. Gender and Women's Studies (no items)

E. History

Item 1 from the Department of History was discussed and the undergraduate portion approved by the UCC. It is being submitted to the Graduate Curriculum Committee for consideration of the graduate portion.

1. Modify the following course:

HIST 5720 U/G HISTORICAL ARCHAEOLOGY 3-0-3
 Undergraduate Prerequisites: ~~HIST 3820 or ANTH 3820~~ HIST 3500 or ANTH 3820
 Graduate Prerequisites: None

Description: ~~The historical archaeology of the new world from the first arrival of Europeans and Africans to about 1800. Attention focused on the south and the Caribbean, but other frontier contexts may also be included. Emphasis given to anthropological archaeology as a perspective for the writing of history and as a sub-field within public history.~~ Examines how archaeological artifacts, methods, and theories are employed in interpreting the past. Emphasizes using archaeological evidence consistent with the disciplinary standards of history. Chronological and regional focus depends on the expertise of the instructor. May be repeated as topics vary.

Rationale for change:

1. The current catalog description reflects the course as it was taught more than a decade ago by a professor who is no longer with the department.
2. The current catalog description encourages topical redundancy with ANTH 4020.
3. The revised description allows for faculty with expertise beyond the colonial Americas to teach the course.
4. The revised description enables the department to award students credits for archaeological field schools or experiences beyond the American South and the Caribbean.

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: History

Can Course be repeated for additional credit? ~~No~~ YESMaximum Number of Credit Hours: ~~3~~ 9

Grading Mode: Normal

Instructional Type: Lecture

Course Equivalent: None

F. Languages, Literature, & Philosophy (no items)

G. Professional Communication and Leadership (no items)

IV. College of Science and Technology (no items)