

Educational Foundations and Special Services

Transmittal Memo

October 15, 2008

Proposal for Program Requirements and Course Revisions and Prerequisites for Bachelor of Science
Intervention Specialist Moderate Intensive (INSP MDIN)

Title: Course Requirement, Course Revision, and Prerequisite Changes

Subject Specification: Revision of prerequisites and co-requisites for individual courses in the INSP MDIN Bachelor of Science Degree in Education are being proposed. Proposal to remove some course prerequisites to correct issues related to Banner, as well as to inactivate one course to be replaced by another existing course for INSP MDIN Majors in the Special Education Program. Inactivation of one course and replacement of requirement with another existing course.

Proposal Summary:

A. Course Change Resulting in a Program Requirement Change

1. SPED 43061 Curriculum/Methods Classroom Interventions for Students with Moderate/Intensive Disabilities is being inactivated.
2. SPED 43060 Curriculum/Methods Classroom Interventions for Students with Mild/Moderate Disabilities I is being changed by title to SPED 43060 Curriculum Methods in Special Education. The catalog description and content of this course are being modified to include the words "moderate and intensive", so that INSP MDIN Moderate Intensive Majors and INSP MLDM Mild Moderate Majors will take the same curriculum course. This change does not result in any program changes for the INSP MLDM Major, but inactivates SPED 43061 from the INSP MDIN Major and replaces it with SPED 43060. The title change for the INSP MLDM and INSP MDIN majors will appear on the program requirement sheets.

Current Courses	Action	Outcome
SPED 43060 Curriculum/Methods Classroom Interventions for Students with Mild to Moderate Disabilities	Change Title to: SPED 43060 Curriculum/Methods in Special Education, Change Catalog Description and Content to include words : "moderate and intensive"	INSP MLDM and INSP MDIN Majors will take same course. SPED 43060 Curriculum Methods in SPED
SPED 43061 Curriculum/Methods Classroom Interventions for Students with Moderate/Intensive Disabilities	Course will be inactivated from INSP MDIN Program	INSP MDIN will take SPED 43060 and this course will be added to their program

SPED 43063 Curriculum Methods Moderate/Intensive Intervention II	Title Change to SPED 43063 Curriculum Methods Moderate/Intensive Intervention	Title is changes because there will no longer a Curr/Meth I
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3. These changes do not change program credit hours, nor do they affect any other department. The special education faculty are just having both majors INSP MLDM and INSP MDIN take one curriculum course, instead of two separate curriculum courses with very similar content. This change will not affect faculty course loads because the increased enrollment in SPED 43060 may results in two sections of this course being taught. Previously, faculty taught two separate courses.
4. Alternatives were not considered because the purpose was to reduce redundancy in course content.

B. Course Revisions

1. Two courses, SPED 43030 Classroom Behavior Management I and SPED 43031 Classroom Behavior Management II are being updated in order to align the content with the slash/50000 level of these courses. The 50000 levels are being revised so that these courses will meet criteria for students seeking the National Behavior Intervention Specialist Certificate. Kent State currently offers the Behavior Intervention Specialist Certificate, but this program is being revised to align with the National Certificate.

Current Courses	Action	Outcome
SPED 43030 Classroom Behavior Management I	Change Title, Title Abbreviation, Course Description	SPED 43030 Applied Behavior Analysis I: Theory and Techniques,, course content enhanced and updated to meet national BISP standards
SPED 43031 Classroom Behavior Management II	Change Title, Title Abbrev., Course Description	SPED 43031 Applied Behavior Analysis II: Application, course content enhanced and updated to meet national BISP standards

The course revisions do not affect any other program, nor do they affect the program requirements or credit hours within Special Education.

C. Removal of some course prerequisites to align with Banner system

1. Due to some computer restrictions regarding Banner, the special education faculty is hoping to simplify the registration issues caused by listing every prerequisite for each SPED course. Instead, we are revising the basic data sheets and catalog descriptions to list only the most pertinent prerequisite to several courses, and to remove some co-requisites. Course

sequencing and co-requisites will be handled through advising, written instructions on program requirement sheets, and semester-by-semester listing of the four-year sequence of requirements. This approach will allow for some flexibility and individualization of advising.

Course	Previous Prerequisites	New Prerequisites
SPED 43020 Assessment in Special Education	C&I 47501 Teaching Math EMC C&I 47502 Teaching Science EMC C&I 47504 Teaching Read and Write EMC ECED 40126 Dev. Read Write EC Corequisite: SPED 43992 Field Exp Advanced Standing	C&I 47501 C&I 47504 Co-Requisite: SPED 43392 or, SPED 43992 or, SPED 44092, or SPED 44192 Field Experiences Advanced Standing
SPED 43060 Curriculum Methods Mild/Moderate I (New Title: Curriculum in Special Education)	Corequisite: SPED 44092 CI 47501 Teaching Math EMC CI 47504 Teach Read and Write ECED 40126 Dev. Read Write EC	Advanced Standing
SPED 43061 Curriculum Methods Mod/Intense I (Course is being dropped and students will take SPED 43060 with new title: Curriculum in SPED)	Course Inactivated	Same as for SPED 43060
SPED 43063 Curriculum Methods Moderate/Intensive (New Title)	SPED 43020 Assessment in SPED. SPED 43030 Behavior Manage I, SPED 43061 Curr/Meth Mod/Intense I, Corequisites: SPED 44192 Field Exp in SPED, SPED 43040 Lang. Read in SPED Admission to Advanced Study	SPED 43060 Admission to Advanced Study
SPED 43040 Language and Reading in SPED	ECED 40126 Dev. Read Write in EC CI 47504 Teach Read and Write EMC Corequisites: SPED 44092 or SPED 44192	ECED 40126, ECED 40105, CI 47504
SPED 43992 Field Experience in Special Education	Corequisites: SPED 43031 Class Beh. Manage II SPED 43040 Lang. Read in SPED SPED 43061 Curr. Methods Mod/Intens II Advanced Standing	Advanced Standing
SPED 44192 Field Experience Mod/Intense	SPED 43020 Assessment in SPED SPED 43061 Curr Mod/Intens I (course being deleted) SPED 43992 Field Exp SPED Corequisites: SPED 43040 Lang Read in SPED	SPED 43992 Field Experience in SPED SPED 43060 (new title) Curriculum in SPED Advanced Standing

	SPED 43063 Curriculum Mod/Intense II	
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EFSS Curriculum Committee Approved: 12/3/08

SPED

43030 Classroom and Behavior Management I: Theory and Techniques (3)

Theory and techniques associated with establishing, implementing, assessing and maintaining procedures for modifying classrooms to enhance learning and behavior of children/youth with disabilities. Includes 25 field hours. Prerequisites: SPED 23000 and admission to advanced study. Corequisite: SPED 43992.

43031 Classroom and Behavior Management II: Application and Teaching Social Skills (3)

Application of the theory and techniques introduced in SPED 43030. Uses case-based instruction and field-based experiences to address points of assessment, intervention, adaptation, monitoring and generalizing affective and social behavior. Includes 40 hours of field work. Prerequisites: SPED 43030 and admission to advanced study. Corequisite: SPED 44092 or 44192.

43040 Language and Reading in Special Education (3)

Instructional approaches to teaching reading/language arts to students with disabilities. Emphasis on adapting instructional techniques, materials, assessments to meet the needs of learners with disabilities. Includes 15-hour clinical and 15-hour field work. Prerequisites: admission to advanced study and SPED 40126 and CI 47504. Corequisite: SPED 44092 or SPED 44192.

43050 Characteristics of Students with Mild/Moderate Intervention Needs (3)

Definitions, causes and characteristics and social and educational implications of learning, developmental and emotional/behavioral disorders of students identified with mild/moderate disabilities. Methods of assessment and interventions; current issues. Ten-hour clinical and 10-hour field work. Prerequisite: SPED 23000.

43051 Characteristics of Students with Moderate/Intensive Intervention Needs (3)

Overview of specific facets and causes of severe disabilities, physical/psychological aspects, family/societal responses, political trends, etiology and medical implications, educational and vocational programming, assessment and treatment planning, assistive technology. Ten-hour clinical and 10-hour field work. Prerequisite: SPED 23000.

43060 Curriculum/Methods Classroom Instruction: Mild/Moderate Intervention (3)

Curriculum development, programming, delivery for students with mild to moderate disabilities. Introduction to transition planning. Emphasis on functional curriculum and adapting instructional techniques, materials, assessment to meet needs. Includes 33 hours of field and clinical work. Corequisite: SPED 44092. Prerequisites: admission to advanced study and CI 47501 and 47502 and 47504 and ELED 40126.

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43061 Curriculum/Methods Classroom Instruction: Moderate/Intensive Intervention (3)

Curriculum programming, instructional strategies and related assessment techniques for functional, academic skills using life span model. Emphasis on community-based instruction, authentic assessment and ecological evaluations. Includes 33 hours of field work. Corequisite: SPED 44092. Prerequisites: admission to advanced study and CI 47501 and 47502 and 47504 and ELED 40126.

43062 Curriculum Methods: Mild/Moderate Intervention (3)

Delivery and adaptation of evidence-based practices for students with mild/moderate disabilities. Emphasis on achievement in general curriculum. Training to mentor other professionals. Prerequisites: SPED 43030 and 43031 and 43060 and admission to advanced study. Corequisites: SPED 43040 and 43992.

43063 Curriculum Methods: Moderate/Intensive Intervention (3)

Meeting academic, socialization, health, motor skills, communication needs in inclusive setting. Working with paraprofessionals to provide community-based instruction, assessment, observation, record-keeping, IEPs and ITPs, lesson plans. Prerequisites: SPED 43030 and 43031 and 43060 and admission to advanced study. Corequisites: SPED 44192 and 43040 and admission to advanced study.

43070 Planning and Programming for Transitions (3)

Addresses life span community participation and the planning, support development, and services available to accomplish it. Introduction to community agencies and adult services. Ten-hours of clinical and 15-hours of field work. Prerequisites: SPED 43050 or 43051 and admission to advanced study.

43080 Assistive Technology for Students with Disabilities (3)

Examines application of high and low technology assistive devices for students with intensive intervention needs. Analysis of technology needs; selection/development of technology; training/evaluation of technology use by students. Includes 20 hours of clinical work. Prerequisites: SPED 43050 and 43051 and admission to advanced study.

43092 Deaf Residential School Internship (1-3)

(Cross-listed with ASL 49092) Weeklong internship at a residential school for the deaf; 24-hour interaction with deaf students and adults. Students stay on campus. Conduct, interaction, sign language skills, maturity, responsibility and performance is evaluated by staff at the school. S/U grading. Prerequisites: ASL 29202 or SPED 29202; and SPED 43309 and admission to advanced study.

43100 Survey of the Interpreting Profession (3)

Issues and concerns facing educational interpreters; legal mandates and constraints; ethical guidelines and their application to educational environments; roles/responsibilities, including sign interpreting/transliterating, team membership, classroom and building roles and negotiating the educational environment. Prerequisite: none.

43101 Deaf Culture and Community (3)

(Cross-listed with ASL 49101) Exploration of historical events and figures from deaf community perspective. Life experiences of "typical" deaf individuals as minority culture representatives interacting with majority culture institutions and processes as depicted in narrative storytelling and folklore. Prerequisite: none.

43102 Interpreting Processes Deaf/Hard-of-Hearing I (3)

Beginning-level interpreting course addressing voice-to-sign and sign-to-voice processes using simultaneous and consecutive strategies: ASL, SEE, Signed English, Total Communication signing. Preschool, primary, elementary, students developmentally delayed through gifted academic levels. Prerequisites: ASL 29202 or SPED 29202; and admission to advanced study.

43103 Interpreting Processes Deaf/Hard-of-Hearing II (3)

Intermediate/advanced level interpreting course voice-to-sign and sign-to-voice processes using simultaneous and consecutive strategies: ASL, SEE Signed English, Total Communication signing. Focus on middle school/high school/postsecondary students developmentally delayed through gifted academic levels. Prerequisites: ASL 39201 or SPED 39201; and SPED 43102 and 43105 and admission to advanced study.

43104 Advanced Voice-to-Sign Interpreting (3)

Continued advanced-level skill development in voice-to-sign processes using simultaneous and consecutive strategies: Advanced ASL, SEE, Signed English, Total Communication, Dialect, idiom, idiosyncratic language usage and patterns, regional/local variations: age, gender, register variations. Prerequisites: ASL 39202 or SPED 39202; and SPED 43103 and admission to advanced study.

43105 Signed English and Other Systems (3)

(Cross-listed with ASL 49105) Receptive and expressive use of English-based sign language systems; ASL root words, prefix/suffix use, simultaneous speaking and signing. Explanation and demonstration of Cued speed; exploration of the research related to individuals who use Cued speech. Prerequisites: ASL 29202 or SPED 29202; and SPED 43100 and admission to advanced study.

*Course ineligible to be repeated for GPA recalculation.

**Courses offered only at Regional Campuses.

43991 Seminar in Special Education (1-3)
Undergraduate seminar in special education; varied topics. Prerequisite: admission to advanced study.

43992 Field Experience in Special Education (2-4)
Provides opportunity to observe master teachers and begin working with students. Students are placed in education-based settings and work with a team of professionals to understand techniques for providing services to students with exceptionalities. Five seminar meetings. S/U grading; IP grade permissible. Prerequisite: admission to advanced study. Corequisites: SPED 43031 and 43040 and ~~43061~~

43996 Individual Investigation in Special Education (1-10)
S/U grading; IP grade permissible. Prerequisite: special approval.

44092 Field Experience for Mild/Moderate Intervention Specialist (2-3)
Field assignments in conjunction with mild/moderate coursework. Evaluates students in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with CEC standards. Prerequisites: SPED 43992 and ~~43020 and 43060~~ and admission to advanced study.

44192 Field Experience for Moderate/Intensive Intervention Specialist (2-3)
Field assignments in conjunction with moderate/intensive coursework. Evaluates students in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with CEC standards. Prerequisites: SPED 43200 and 43061 and 43992 and admission to advanced study. Corequisites: SPED 43040 and ~~43060~~

49525 Inquiry Seminar into Professional Practice (3)
Focus on effective, ethical and responsible implication of professional practice. Provides vehicle to articulate and demonstrate professional competencies, commitment and ethical decision making for providing services to students. Prerequisites: admission to advanced study. Corequisite: SPED 43981.

Note: Field experience includes seminars, participation and evaluation under supervision of experienced personnel.

SPEECH PATHOLOGY AND AUDIOLOGY (SPA)

10001 Auditory Comprehension: Skills and Strategies (2)
Introduction to models and listening and their applicability to college lecture situations. Misconceptions, barriers, self-evaluation concepts, memory techniques, and note-taking strategies are included. Prerequisite: none.

10002 Introduction to Communication Disorders (2)
An introduction to speech-language and audiology. Etiologies and manifestations of disorders of the speech, language and hearing process. Prerequisite: none.

20202 Voice, Articulation and Phonetics (3)
Personal improvement course for the development of voice, articulation and pronunciation through study of structures of speech mechanism with intensive drills and practice. Prerequisite: none.

33101 Hearing Science (3)
Acoustics, psychoacoustics, bioacoustics, anatomy and physiology of the ear. Prerequisite: none.

34102 Applied Phonetics (3)
Basic principles of speech production and phonetic transcriptions of English with the International Phonetic Alphabet; emphasis on General American Dialect. Prerequisite: none.

34103 Anatomy and Physiology of Speech (3)
Functional anatomy and physiology of the respiratory, phonatory, articulatory and neural systems as they are used in speech production by talkers with normal and abnormal speech. Prerequisite: none.

34104 Speech and Language Development (3)
Normal development and linguistic analysis of language systems including phonology, morphology, syntax, semantics and pragmatics. Prerequisites: SPA 34102 or ENG 31001; and special approval.

34105 Phonemic Bases of Speech and Language (3)
Fundamental processes related to production and perception of spoken language, with parallels to writing and reading; particular application to normal and hearing-impaired children and adolescents. For nonmajors only. Prerequisite: none.

34106 Articulatory and Phonological Disorders (3)
Assessment and remediation of disorders of articulation and phonology. Prerequisites: SPA 34102 and 34104.

34107 Language Disorders in Children and Adolescents (3)
Introduction to assessment and intervention procedures associated with language disorders in children and adolescents. Prerequisites: SPA 34104.

40104 Communication Disorders in Children and Adolescence (3)
Orientation to etiologies and remediation of communication disorders found in pediatric and adolescent populations. Prerequisite: Not open to majors in speech pathology and audiology (SPA).

43300 Speech of the Hearing Impaired (3)
Basic principles, variables and techniques for understanding, evaluating and improving expressive communication of hearing impaired individuals. Prerequisites: SPA 33101 and 34102 (speech pathology majors); or 34105 and 43600 (education majors).

43402 Audiometry (3)
Measurement of human hearing by pure-tone and speech audiometry; evaluation of middle ear function by immittance audiometry; screening techniques; pathologies of the conductive and sensorineural systems. Prerequisite: SPA 33101 with a grade of C (2.0) or better and special approval.

43404 Aural Rehabilitation (3)
Basic principles, variables and techniques for understanding, evaluating and improving receptive communication of hearing-impaired individuals. Prerequisites: SPA 33101 and 34102 and 43402 (speech pathology and audiology majors); or 43600 (education of hearing impaired majors).

43492 Clinical Preparation in Audiology (2)
Laboratory exercises and practical experiences in audiometric procedures, test interpretation, counseling and management of the hearing-impaired. Prerequisite: Special approval. Corequisite: SPA 43402.

43506 Special Issues in Audiology (3)
Readings and discussion of classic and current research on the evaluation of hearing disorders. Prerequisite: SPA 43402.

43600 Fundamentals of Educational Audiology (3)
Auditory development and function/dysfunction; auditory assessment and family counseling; selection and fitting of personal and classroom amplification; care and maintenance of amplification systems; collaboration of professionals in audiology and education; communication approaches according to varying levels of hearing loss; classroom environments conducive to auditory and academic learning. Prerequisite: junior standing.

*Course ineligible to be repeated for GPA recalculation.

**Courses offered only at Regional Campuses.

KENT STATE UNIVERSITY, COLLEGE OF
EDUCATION, HEALTH, AND HUMAN SERVICES

Moderate/Intensive Intervention Specialist (Grades K-12) 130-131 hrs
INSP MDIN CY 2008

Name: _____

Catalog Year: _____

S.S.#: _____

Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period.
Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (42-43 hours)

US	10097	First Year Experience FLASH Point.....	1
Composition			
ENG	11011	College Writing I	3
ENG	21011	College Writing II	3
Mathematics & Critical Reasoning			
MATH	14001	Math Concepts I	4
MATH	14002	Math Concepts II	4
Social Sciences			
PSYC	11762	General Psychology	3
<i>Choose ONE from LER Social Sciences (See Reverse)</i>			
(No Psyc)			3

Basic Sciences

Choose TWO from LER Basic Sciences (See Reverse)

_____	3
_____	3
_____ lab.....	(1)

Humanities and Fine Arts

Select TWO ENG LER from the following: 6

ENG	22071	Great Books I (3)	
ENG	22072	Great Books II (3)	
ENG	21054	Intro. to Shakespeare (3)	
g THEA	11000	The Art of Theatre	3

Additional

COMM	15000	Intro. to Human Communication	3
d JMC	20001	Media, Power & Culture	3

Diversity requirements met? ☐ Global ☐ Domestic

Liberal Education Requirements are included in the general course work and should be completed within the first 60 hours of study.

Professional Course Work (88 Hours) "C" or better is required

(3.0 required in professional coursework)

Prerequisite Course work for Admission to Advanced Study:

EDPF	29535	Education in a Democratic Society	3
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Other Required Education Coursework*:

ITEC	19525	Educational Technology (3)	
EDPF	29525	Educational Psychology (3)	
SPED	23000	Intro. to Exceptionalities (3)	

(Prerequisite for remaining SPED courses)

These courses may be taken prior to Admission to Advanced Study (see sequencing guide):

HED	42575	Health & Learning	3
(HED 42575 course requirements include CPR & First Aid Cert)			
PEP	25033	Life Span Motor Development	3
SPA	34104	Speech & Lang Develop (Spring only) ..	3
SPED/ASL	19201	American Sign Language I	4
SPED	43051	Characteristics Moderate/Intensive	3

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

***At least one of the Other Required Education courses (at left) must be taken prior to Admission to Advanced Study.**

Advanced Study Course Work:

IMPORTANT: See attached sheet and your faculty advisor for course sequencing

CI courses should be completed prior to Block 1

CI	47501	Teaching Math in Early & Middle	3
CI	47502	Teach Science in Early & Middle OR	
CI	47503	Teaching Soc Stds in Early & Middle ..	3
CI	47504	Teaching Read & Writing in Middle	3
ECED	40105	Appropriate Phonics Instr	3
ECED	40126	Develop Read and Writing in Early	3
SPED	43010	Family & Prof Collaboration	3

Block: (Must be taken together)

w	SPED	43020	Assessment in Special Ed	3
	SPED	43030	Class & Behavior Management I	3
	SPED	43061	Curr/Method Moderate/Intensive I	3
	SPED	43992	Field Experience in SPED	3

Block: (Must be taken together)

SPED	43031	Class and Behavior Management II ...	3
SPED	43040	Language & Reading in SPED	3
SPED	43063	Curr/Meth Mod/Inten. II	3
SPED	44192	Field Experience in Mod/Intensive	3
SPED	43070	Plan/Program for Transitions	3
SPED	43080	Technology for SPED	3

Student Teaching Block

SPED	49525	Inquiry into Professional Practice	3
SPED	43981	Student Teaching in SPED	9

Must apply for student teaching 1 year prior to student teaching

All LER, content, and professional (education) coursework must be completed prior to Student Teaching.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Program Counselor's Signature _____

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Please Refer to Page 2 for Program Notes

Total Hours of Credit _____

Hours Needed: _____

General Coursework _____

Professional Coursework _____

Total for Degree _____

LIBERAL EDUCATION REQUIREMENTS

Areas and Courses

I. COMPOSITION		6 hours	IV. SOCIAL SCIENCES		6 hours
ENG	11011 College Writing I OR 11002 (pre-req. 11001), (3 ea)		Courses must be selected from <u>two different</u> curricular areas.		
	21011 College Writing II (3)				

II. MATHEMATICS AND CRITICAL REASONING..... 3 hours

CS	10051	(4)	Introduction to Computer Science
MATH	11008	(3)	Exploration in Modern Math
	11009	(4)	Modeling Algebra
	11010	(3)	Algebra for Calculus
	11011	(4)	College Algebra
	11012	(3)	Intuitive Calculus
	12001	(4)	Algebra & Trigonometry
	12002	(5)	Analytic Geometry & Calculus I
	12011[2]	(3ea)	Calculus with Precalculus I, II
	14001	(4)	Basic Math Concepts I
	14002	(4)	Basic Math Concepts II
PHIL	21002	(3)	Introduction to Formal Logic

III. HUMANITIES AND FINE ARTS..... 9 hours

At least one course must be selected from the "Humanities in Arts and Sciences" section and at least one course must be selected from the "Fine Arts" section.

HUMANITIES IN ARTS AND SCIENCES – Must Choose ONE

CLAS	21404	g	(3)	The Greek Achievement
	21405	g	(3)	The Roman Achievement
ENG	21054		(3)	Introduction to Shakespeare
	22073		(3)	Major Modern Writers: British and U. S.
	22071[2]		(3ea)	Great Books I, II
HIST	11050[1]	g	(3ea)	History of Civilization I, II
	12070	d	(3)	History of U.S.: The Formative Period
	12071	d	(3)	History of U.S.: The Modern Period
PAS	23001	g	(3)	Black Experience —Beginnings to 1865
	23002	d	(3)	Black Experience —1865 to Present
PHIL	11001	g	(3)	Introduction to Philosophy
	21001	g	(3)	Introduction to Ethics
	21020[1]	g	(3ea)	Comp. Religious Thought I, II

HUMANITIES IN COMMUNICATION & INFORMATION

COMM	26000	d	(3)	Criticism of Public Discourse
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FINE ARTS– Must Choose ONE

ARCH	10001		(3)	Understanding Architecture
	10011[12]		(3ea)	Survey of Arch. History I, II
ARTH	12001		(3)	Art Survey
	22006		(3)	Art History I: Ancient & Medieval Art
	22007		(3)	Art History II: Renaissance to Modern
	22020	g	(3)	Art of Africa, Oceania, & the Americas
DAN	27076	g	(3)	Dance as an Art form
MUS	22111		(3)	Understanding of Music
	22121	g	(3)	Music as a World Phenomenon
THEA	11000	g	(3)	The Art of Theatre

ANTH	18210	g	(3)	Intro to Cultural Anthropology
	18420	g	(3)	Intro to Archaeology
CACM	11001	d	(3)	Intro to Conflict Mgmt
ECON	22060		(3)	Principles of Microeconomics
	22061		(3)	Principles of Macroeconomics
GEOG	10160		(3)	Intro. To Geography
	17063	g	(3)	World Geography
	17064	d	(3)	Geography of U.S. and Canada
	22061		(3)	Human Geography
GERO	14029	d	(3)	Introduction to Gerontology
JMC	20001	d	(3)	Media, Power and Culture
JUS	26704	d	(3)	Issues in Law & Society
POL	10004	g	(3)	Comparative Politics
	10100	d	(3)	American Politics
	10301	d	(3)	Diversity in American Public Policy
	10500	g	(3)	World Politics
PSYC	11762		(3)	General Psychology
	20651		(3)	Child Psychology
	21211		(3)	Psychology of Adjustment
	22221	d	(3)	Multicultural Psychology
SOC	12050	d	(3)	Intro to Sociology
	22778	g	(3)	Social Problems

V. BASIC SCIENCES..... 6-7 hours

Beginning "major sequence" courses in biological sciences [BSCI 10181 (4)], chemistry [CHEM 11060 (4), 10061 (4), 10062 (4), 10063 (4), 10960 (5), 10961 (5)], and physics [PHY 23101 (5), 23102 (5)] may be substituted for those courses listed below. (Science majors, however, must use a science other than their major to meet this requirement.) **ONE COURSE MUST INCLUDE OR BE TAKEN WITH A ONE-CREDIT HOUR LAB.**

ANTH	18630[1]		(3)&(1)	Human Evolution & Lab
BSCI	10001		(3)	Human Biology: Cells and Systems
	10002		(3)	Ecology, Evolution and Society
	20020		(5)	Biological Structure and Function
CHEM	10030[1]		(3)&(1)	Chemistry in Our World & Lab
	10050		(3)	Fundamentals of Chemistry
	10052		(2)	Intro. To Organic Chemistry
	10053		(1)	Inorg & Organic Lab (Corequisite 10052)
	10054		(5)	Gen. & Elem. Organic Chem
GEOG	21062[3]		(3)&(1)	Physical Geography & Lab
GEOL	11040		(3)	Earth Dynamics
	11041		(1)	Earth Dyn Lab (Pre or Corequisite 11040)
	11042		(3)	Earth History
	11043		(1)	Earth Hist Lab (Pre or Corequisite 11042)
	21062		(3)	Environmental Geology
	21080		(3)	Oceanography
NUTR	23511		(3)	Science of Human Nutrition
PHY	11030		(3)	Seven Ideas that Shook the Universe
	11660		(3)	Physical Science
	13001[2]		(4 ea)	General College Physics I, II
	13011[21]		(2)&(1)	College Physics I & Lab
	13012[22]		(2)&(1)	College Physics II & Lab
	21040[1]		(3)&(1)	Physics in Entertainment & the Arts & Lab
	21430		(3)	Frontiers in Astronomy (or 24001 Astronomy)

VI. ADDITIONAL..... 6 hours

Select from courses listed below or from Categories II-V listed above.

Courses must be selected from two different curricular areas.

COMM	15000		(3)	Intro. to Human Communication
PHIL	11009		(3)	Principles of Thinking

TOTAL..... 36-37 hours

Important notes:

1. A minimum cumulative 2.75 GPA is required for admission to advanced study.
2. 3.0 GPA required in major in order to student teach and graduate.
3. Students must complete 39 upper division hours.
4. Two diversity courses are required for graduation (Fall 2001 and beyond) - at least one course addressing domestic (d) issues and one course addressing global (g) issues.
5. One writing intensive (w) course is required for graduation
6. Qualifying scores on Praxis II: Principles of Learning and Teaching (K-6 or 7-12) and Special Ed: Applicable Core Principles & Spec Ed: Knowledge based Core Principles specialty tests are required for Ohio licensure. Praxis II Intro. to the Teaching of Reading is necessary for HQT.
7. A minimum of 121 valid hours is required for graduation from Kent State University.

Moderate/Intensive Intervention Specialist (UG) Course Sequence

Year 1	
Fall	Spring
US 10097 First Year Colloquium (1)	COMM 15000 Intro. to Human Comm. (3)
ENG 11011 College Writing I (3)	MATH 14002 Math Concepts II (4)
MATH 14001 Math Concepts I (4)	PSYC 11762 General Psychology (3)
LER Basic Science (3)	JMC 20001 Media, Power, & Culture (3)
LER Social Science (3)	EDPF 29535 Ed. in a Democratic Society (3)
Total Hours: 14	Total Hours: 16

Year 2*	
Fall	Spring
ENG 21011 College Writing II (3)	THEA 11000 The Art of Theatre (3)
EDPF 29525 Educational Psychology (3)	SPA 34104 Speech & Language Develop. (3)
SPED 23000 Introduction to Exceptionalities (3)	SPED 43051 Characteristics Mod/Inten. (3)
LER Basic Science and Lab (4)	HED 42575 Health and Learning (3)
SPED/ASL 19201 American Sign Language (4)	PEP 25033 Lifespan Motor Development (3)
	ENG LER (3)
Total Hours: 17	Total Hours: 18

*By the end of Year 2, you must have successfully completed all of the professional requirements for admission to Advanced Study (see your advising sheet for a list of requirements) in order to proceed to Year 3.

Year 3	
Fall	Spring
CI 47501 Teaching Math Early & Middle (3)	CI 47502 Teaching Science Early & Middle OR 47503 Teaching Social Studies Early & Middle (3)
CI 47504 Read and Writ. in Middle Childhood (3)	*SPED 43020 Assessment in SPED (3)
ECED 40105 Appropriate Phonics Instruction (3)	*SPED 43030 Class & Behavior Mngment I <i>Class & Behavior Analysis</i> (3)
ECED 40126 Development Reading Writing (3)	*SPED 43061 Curr/Meth Mod/Int I (3) <i>SPED</i>
ITEC 19525 Educational Technology (3)	*SPED 43992 Field Exp. In SPED (3)
SPED 43010 Family and Prof. Collaboration (3)	SPED 43080 Technology for SPED (3)
	*Co-requisites
Total Hours: 18	Total Hours: 18

Year 4	
Fall	Spring
*SPED 43031 Class & Behavior Mngment II <i>Applied Behavior Analysis</i> (3)	SPED 49525 Inquiry Professional Practice (3)
*SPED 43040 Language Reading in SPED (3)	SPED 43981 Student Teaching (9)
*SPED 43063 Curriculum/Methods II (3) <i>Mod/Inten</i>	
*SPED 44192 Field Experience (3)	
SPED 43070 Plan/Prog Transition in SPED (3)	
ENG LER (3)	
*Co-requisites	
Total Hours: 18	Total Hours: 12

Total Hours: 131

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Oct-08**

Curriculum Bulletin _____

Effective Date **Fall 2009**

Approved by EPC _____

Department **EFSS**

College **EH - Education, Health and Human Services**

Proposal **Inactivate Course**

Course Subject **SPED** Course Number **43061**

Course Title **CURRICULUM/METHODS CLASSROOM INTERVENTIONS FOR STUDENTS WITH MODERATE/INTENSIVE DISABILITIES**

Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Content
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
NO IMPACT--ANOTHER COURSE WILL BE SUBSTITUTED FOR THIS ONE IN THE PROGRAM

Units consulted (other departments, programs or campuses affected by this proposal):
NONE

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

12/03/08

College Dean

____/____/____

Executive Dean of Regional Campuses / Dean of Graduate Studies

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Oct-08** Curriculum Bulletin _____
 Effective Date **Spring 2009** Approved by EPC _____

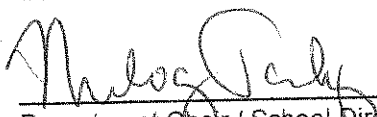
Department **EFSS**
 College **EH - Education, Health and Human Services**
 Proposal **Revise Course**
 Course Subject **SPED** Course Number **43020**
 Course Title **ASSESSMENT IN SPECIAL EDUCATION**
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
NO IMPACT

Units consulted (other departments, programs or campuses affected by this proposal):
N/A

REQUIRED ENDORSEMENTS


 Department Chair / School Director / Campus Dean

6/23/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **10/18/2008** Requested Effective Term **Spring 2009**
 Course Subject **SPED** Course Number **43020**
 Course Title **ASSESSMENT IN SPECIAL EDUCATION**
 Title Abbreviation **Assessment In SPED**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **2** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture FLD - Field Experience**
 Course Attribute(s) **WIC - Writing-Intensive Course**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **CI 47501, CI 47504**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) **SPED 43992 or SPED 43392 or SPED 44092 or 44192**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **USE/INTERPRETATION NORMED, CRITERION-REFERENCED**

AND INFORMAL CURRICULUM-BASED ASSESSMENTS FOR STUDENTS

WITH MILD/MODERATE DISABILITIES. STANDARDS-BASED ALTERNATIVE ASSESSMENTS FOR STUDENTS WITH INTENSIVE NEEDS. 10 FIELD AND 20 CLINICAL HOURS.

SPECIAL FEE: /CR. HR. - SUBJECT TO CHANGE.

PREREQUISITE: CI 47501, CI 47504 AND ADMISSION TO ADVANCED STUDY. COREQUISITE SPED 43392 OR SPED 43992 OR SPED 44092 or 44192

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	Definitions terminology, and purposes of assessment and measurement
3.00	Testing and measurement concepts and terminology
3.00	School performance screening
3.00	Legal and ethical aspects of assessment (assurances and due process)
3.00	Issues of cultural diversity as related to assessment
3.00	Use of assessment for screening, prereferrals, eligibility, placement, and progress monitoring
4.00	Formal measures (including specific assessment tools and methods, application and interpretation of scores, and limitations)
	a) Assessing aptitude
	b) Assessing academic domains (oral language, written language, reading, math
	c) Adaptive behavior and development
4.00	Informal measures (including specific assessment tools and methods, application and interpretation of scores and limitations)
	a) Assessing aptitude
	b) Assessing academic domains (oral language, written language, reading, math)
	c) Adaptive behavior and development
3.00	Teacher-made tests
3.00	Observation techniques
3.00	Ecological inventories
3.00	Charting, checklists, record keeping, using technology to chart and keep records
4.00	Using assessment information to make instructional decisions and modifying educational materials and instructions based on results--Identifying and writing instructional educational priorities and outcomes from assessments, using technology to write priorities and outcomes
3.00	Communicating results of assessments and their implications to families and other professionals

Total Contact Hours

Textbook(s) Used in this Course

McLoughlin & Lewis Assessing Special Students. 1995
 Salvia/Hughes, Curriculum-based Assessment Miller, Alternative
 Assessment Techniques for Reading and Writing

Writing Expectations

Writing Intensive Simulations of testing, interpretations, and
 written reports. Project reports, notebook with written reports

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

Griffith, Tankersley

 REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12/03/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Oct-08** Curriculum Bulletin _____
Effective Date **Spring 2009** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43030**
Course Title **Classroom Behavior Management I: Theory and Techniques**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
NO IMPACT

Units consulted (other departments, programs or campuses affected by this proposal):
N/A

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

12/03/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **10-Oct-08** Requested Effective Term **Spring 2009**
 Course Subject **SPED** Course Number **43030**
 Course Title **Applied Behavior Analysis I: Theory and Techniques**
 Title Abbreviation **ABA I**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☐ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours _____
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **2** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture FLD - Field Experience**
 Course Attribute(s) **select one**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 23000**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **THEORY AND TECHNIQUES ASSOCIATED WITH APPLIED BEHAVIOR ANALYSIS. APPROACHES FOR ESTABLISHING, IMPLEMENTING, MAINTAINING AND MONITORING SKILL DEVELOPMENT ARE EMPHASIZED. PROCEDURES FOR ASSESSING AND MODIFYING CLASSROOM ENVIRONMENTS/INSTRUCTIONAL TECHNIQUES TO ENHANCE LEARNING/BEHAVIOR OF INDIVIDUALS WITH DISABILITIES, WITH SPECIFIC EMPHASIS ON PREVENTING, INCREASING POSITIVE, AND DECREASING INAPPROPRIATE BEHAVIOR ARE INTRODUCED. 25 FIELD HOURS. PREREQUISITE: SPED 23000; ADMISSION TO ADVANCED STUDY.**

Complete the following only if applicable:

Revised October 2007

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
1.00	Introduction to the impact of disability and environmental demands on socially significant behaviors (implications of student characteristics associated with disability).
4.00	Theory and philosophical assumptions of applied behavior analysis and other explanations of behavior (historic foundations and dimensions of behavior, contemporary issues in behavior, behavior change terminology and principles, distinguishing among explanations of behavior)
3.00	Describe and explain behavior and learning outcomes in behavior analytic terms.
5.00	Assess learning and social behavior with consideration of child, cultural and setting variables (select, adapt, administer, and interpret assessment techniques appropriately; assessment of behavior; behavior rating scales-teacher, parent reports; behavioral self-report, formal scales and interviews; techniques for direct observation of behavior; reporting/graphing behavior; technological tools for assessing behavior; incorporate and report assessment results)
5.00	Assess the learning environment (identify supports; task analysis of demands in learning environment; identify safety of setting; whole group vs small group vs individual instructional setting demands)
3.00	Write goals, objectives, and behavior definitions for target behaviors (selecting critical behaviors for change, task analysis, identify setting antecedent, and subsequent events, IEPs, use of technology)
7.00	Modify environments to increase positive learning and social behaviors using the principles, processes, and concepts of applied behavior analysis (preventive approaches including developing, implementing, and adapting classroom rules, routines, schedules, arrangement; implement specific strategies such as proximity control, planned ignoring, problem-solving strategies; adapting environment, instructional strategy, materials, assessment techniques; incorporating specific techniques: positive and negative reinforcement, schedules of reinforcement, token economy, stimulus control techniques, behavioral shaping, chaining)
7.00	Modify environments to decrease inappropriate learning and social behaviors using the principles, processes, and concepts of applied behavior analysis (adapting environment, instructional strategy, materials, assessment techniques; incorporating specific techniques: extinction, differential reinforcement, time-out from positive reinforcement, response cost, overcorrection; overview of crisis intervention and management of serious behaviors such as self-stimulation/abuse, aggression)
2.00	Introduction to social skills instruction and curriculum, problem solving techniques.
5.00	Evaluating the effectiveness of teaching and modification techniques (monitoring student progress, single subject research designs, using research to identify best practices)
2.00	Providing support for the generalization of learning and social skills (methods/programming for generalization to inclusive educational and community settings)
1.00	Introduction to legal and ethical aspects of classroom and behavior management.

45.00 Total Contact Hours

Textbook(s) Used in this Course **Alberto, P.A. & Troutman, A.C. (2007). Applied Behavior Analysis for Teachers (5th ed.) New York: Merrill.**
Cooper, J.O., Heron, T.E., & Heward, W.L. (2006). Applied Behavior Analysis (2nd ed.). Upper Saddle River, New Jersey: Merrill.

Writing Expectations **Behavior change project, literature review, examinations, semi-weekly quizzes**

Instructor(s) Expected To Teach **Tankersley, Barton, Balan**

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12,03,08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Oct-08** Curriculum Bulletin _____

Effective Date **Spring 2009** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43031**
Course Title **Classroom Behavior Management II: Application and Teaching Social Skills**

Minimum Credits **03** Maximum Credits **3**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):

NO IMPACT

Units consulted (other departments, programs or campuses affected by this proposal):

N/A

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

12/03/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date 10-Oct-08 Requested Effective Term Spring 2009
 Course Subject SPED Course Number 43031
 Course Title Applied Behavior Analysis II: Application
 Title Abbreviation ABA II
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course 5 / / Cross-listed with Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit 03 ☒ to ☐ or Maximum Credit 03 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours 03.00 ☒ to ☐ or Maximum Hours 3
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status RP - Course may be repeated
 If repeats, course limit OR maximum hours
 Course Level UG - Undergraduate
 Grade Rule B - Letter
 Schedule Type(s) LEC - Lecture FLD - Field Experience
 Course Attribute(s) select one
 Credit By Exam N - Credit by Exam Not Approved

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) 43030

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description The purpose of this course is to equip students with the skills necessary to integrate the technology of applied behavior analysis (as learned in SPED 43030, Applied Behavior Analysis I) with the analytical skills necessary to prevent, teach, manage, and assess behavior. Specific behavioral interventions are presented. Includes 40 field hours. PREREQUISITE: SPED 43030; ADMISSION TO ADVANCED STUDY.

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____

Term End _____

NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
5.00	Identification and implementation of appropriate behavioral and environmental assessments in relation to student characteristics.
5.00	Identification, monitoring, and adapting environment pharmacological interventions often used with students who have disabilities.
5.00	Implementation procedures and theories for advanced management programs, including self-management/ self-control programs, crisis intervention, punishment, level systems, peer-based interventions, and conflict resolution.
7.00	Determining and implementing appropriate interventions to employ in various settings, considering student characteristics and demands/supports of environment, personnel, individualized student goals.
6.00	Collaborating/consulting with parents, other professionals, and agencies in programming and managing behavior.
6.00	Assessment, evaluation, and reporting of affective/social skills (strengths and weaknesses) in relation to environment, student characteristics, next environment, and generalization (includes use technology).
7.00	Identifying, selecting (based on research), implementing and evaluating methods for teaching affective/social skills for educational and community settings (adapting, developing, identifying curricula; incorporating/integrating affective/social skills instruction into daily lessons, units, individualized goals/objectives).
5.00	Safeguards, ethical considerations, and regulations for implementing management programs.

45.00 Total Contact Hours

Textbook(s) Used in this Course	Kauffman et al. (1993). Case-based approach to classroom management. Boston: Allyn & Bacon. Cartledge, G. & Milburn, J.F.(1995). Teaching Social Skills to Children and Youth. Boston: Allyn & Bacon.
Writing Expectations	behavior change project, literature review, case studies, functional behavioral assessment, behavior intervention plan, examinations
Instructor(s) Expected To Teach	Balan, Tankersley
Instructor(s) Contributing to Content	Balan, Tankersley

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12/03/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1018/2008** Curriculum Bulletin _____

Effective Date **Spring 2009** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43040**
Course Title **LANGUAGE AND READING IN SPECIAL EDUCATION**
Minimum Credits **03** Maximum Credits **3**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
NO IMPACT

Units consulted (other departments, programs or campuses affected by this proposal):
N/A

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

12/03/08

College Dean

____/____/____

Executive Dean of Regional Campuses

____/____/____

Senior Vice President for Academic Affairs and Provost

____/____/____

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **18-Oct-08** Requested Effective Term **Spring 2009**
 Course Subject **SPED** Course Number **43040**
 Course Title **LANGUAGE AND READING IN SPECIAL EDUCATION**
 Title Abbreviation **Language/Reading In Sped**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours _____
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **2** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture FLD - Field Experience**
 Course Attribute(s) **select one**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ECED 40126, ECED 40105, CI 47504**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **INSTRUCTIONAL APPROACHES TO TEACHING READING/LANGUAGE ARTS TO STUDENTS WITH DISABILITIES. EMPHASIS ON ADAPTING INSTRUCTIONAL TECHNIQUES, MATERIALS, ASSESSMENTS TO MEET THE NEEDS OF LEARNERS WITH DISABILITIES. CONTAINS 15 CLINICAL AND 15 FIELD HOURS. PREREQUISITE: ECED 40126, ECED 40105, CI47504, ADMISSION TO ADVANCED STUDY.**

Complete the following only if applicable:

Previous Title _____

Revised October 2007

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact Hours	Outline
5.00	Characteristics of children which may affect learning language and reading
5.00	Types of language disorders in children and youth and their relationship to literary processes
5.00	Types of reading disorders in children and youth
5.00	Theoretical overview of reading theories: top-down, bottom-up, and integrated approaches and characteristics of successful readers
5.00	Strengths and barriers of bottom-up/phonics-based approaches
5.00	Essential reading practices: individual reading, group reading, developmental reading--functional print, language experience, DTRA, retelling procedure; word-attack and comprehension strategies; vocational development
5.00	Essential writing practices: steps of the writing process, mechanics/conventions of writing, functional materials, selective correction
5.00	Fluency and achievement barriers for older students
5.00	Instructional planning and modification, materials design and adaptation, co-instruction with related services, and ongoing assessment strategies

45.00 Total Contact Hours

Textbook(s) Used in this Course	Wood, D., & Algozzine, B. (1994). Teaching reading to high-risk learners: A unified perspective. Boston: Allyn & Bacon.
Writing Expectations	Reports of assessments with recommendations for instruction/remediation. Observation notes, literature analysis/paper. Exams
Instructor(s) Expected To Teach	Pritchett
Instructor(s) Contributing to Content	Pritchett, Tankersley

 REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean

12/03/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Sep-08** Curriculum Bulletin _____

Effective Date **Spring 2009** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43063**
Course Title **CURRICULUM METHODS II MODERATE/INTENSIVE INTERVENTION**
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
NO IMPACT

Units consulted (other departments, programs or campuses affected by this proposal):
N/A

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

12/03/08

College Dean

 / /

Executive Dean of Regional Campuses

 / /

Senior Vice President for Academic Affairs and Provost

 / /

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **20-Sep-08** Requested Effective Term **Spring 2009**
 Course Subject **SPED** Course Number **43063**
 Course Title **CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION**
 Title Abbreviation **Curr Meth Mod/Intense**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **5 / /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☒ Lecture Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 Per Week ☐ Laboratory Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
☐ Other Minimum Hours _____ ☐ to ☐ or Maximum Hours _____
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit **2** OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule **B - Letter**
 Schedule Type(s) **LEC - Lecture**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 43060**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) _____

Corequisite(s) _____

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **Meeting academic, socialization, health, motor skills, communication needs in inclusive setting. Working with paraprofessionals to provide community-based instruction assessment observation record-keeping, lesson plans. Prerequisite: Advanced Standing, SPED 43060**

Complete the following only if applicable:

Previous Title **CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION II**

Previous Subject _____ Previous Number _____

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

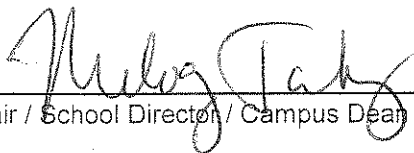
Content Outline (include contact hours for each section)

Contact Hours	Outline
5.00	Addressing motor disabilities <ul style="list-style-type: none"> - physical management - positioning - eating and drinking - toileting - dressing
5.00	Addressing difficulties in communication <ul style="list-style-type: none"> - nonsymbolic communication - communication strategies & intervention methods - teaching functional communication skills
5.00	Teaching basic self-care skills <ul style="list-style-type: none"> - toileting - eating and mealtime - dressing and grooming
6.00	Teaching functional academics
6.00	Instructional Content
3.00	Promoting self-determination
6.00	Building effective relationship with paraprofessionals
3.00	Positive Behavior Support
3.00	Instruction in Inclusive Settings
3.00	Students with Visual Challenges

45.00 Total Contact Hours

Textbook(s) Used in this Course	Hamill, L & Everington, C (2002) Teaching students with moderate to severe disabilities Upper Saddle River, NJ, Merrill Prentice Hall Snell, M E, Brown F (2000) Instruction of students with severe disabilities (4 th ed) New York Mcmillan
Writing Expectations	Record-keeping formats, task analysis, IEPs and ITPs, lesson plans
Instructor(s) Expected To Teach	Barton, Luft
Instructor(s) Contributing to Content	Barton, Unger, Zuckerman

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12/03/08

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Sep-08** Curriculum Bulletin _____

Effective Date **Spring 2009** Approved by EPC _____

Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **43992**
Course Title **FIELD EXPERIENCE IN SPECIAL EDUCATION**
Minimum Credits **02** Maximum Credits **04**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
NO IMPACT

Units consulted (other departments, programs or campuses affected by this proposal):
N/A

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

12/03/08

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **20-Sep-08** Requested Effective Term **Spring 2009**
 Course Subject **SPED** Course Number **43992**
 Course Title **FIELD EXPERIENCE IN SPECIAL EDUCATION**
 Title Abbreviation **Field Experience Sped**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)
 Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **04** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
 Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.
 Repeat Status **RP - Course may be repeated**
 If repeats, course limit _____ OR maximum hours _____
 Course Level **UG - Undergraduate**
 Grade Rule _____
 Schedule Type(s) **FLD - Field Experience**
 Course Attribute(s) **none**
 Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **Provides opportunity to observe master teachers and begin working with students. Students are placed in education-based settings and work with a team of professionals to understand techniques for providing services to students with exceptionalities. Five seminar meetings. Prerequisite: Admission to advanced study.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

Writing appropriate, integrated, thematic lesson plans and units that consider the nature and needs of learners

Total Contact Hours

Textbook(s) Used in this Course

Writing Expectations

Lesson plans; units; description of classroom environment and learners that hold implications for teaching and learning

Instructor(s) Expected To Teach

SPED Faculty

Instructor(s) Contributing to Content

Tankersley

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean



KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Oct-08** Curriculum Bulletin _____

Effective Date **Spring 2009** Approved by EPC _____

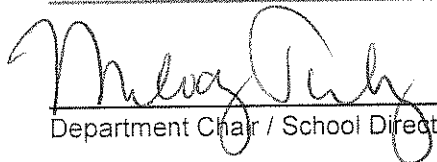
Department **EFSS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **SPED** Course Number **44192**
Course Title **FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION**
SPECIALIST
Minimum Credits **02** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
Not needed

REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

12/03/08

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost

BASIC DATA SHEET

Complete all fields. Data entered below should reflect new/revised information.

Preparation Date **15-Oct-08** Requested Effective Term **Spring 2009**

Course Subject **SPED** Course Number **44192**

Course Title **FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST**

Title Abbreviation **Field Exper. Mod/Intensive**
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course **/ /** Cross-listed with _____ Cross-list Banner code _____
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.

Minimum Credit **02** ☐ to ☒ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Contact Hours ☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours ☐ to ☐ or Maximum Hours
 NOTE: Contact hours should be per week.

Repeat Status **RP - Course may be repeated**
 If repeats, course limit **2** OR maximum hours

Course Level **UG - Undergraduate**

Grade Rule **select one**

Schedule Type(s) **FLD - Field Experience**

Course Attribute(s) **select one**

Credit By Exam **N - Credit by Exam Not Approved**

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **SPED 43992, SPED 43060**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **FIELD ASSIGNMENTS IN CONJUNCTION WITH MODERATE/INTENSIVE COURSEWORK. EVALUATES STUDENTS IN PERSONAL CONDUCT, COMMUNICATION SKILLS, INSTRUCTIONAL DESIGN AND METHODS, AND IMPACT ON STUDENT LEARNING ALIGNED WITH CEC STANDARDS. PREREQUISITES: SPED 43992, SPED 43060, ADMISSION TO ADVANCED STUDY.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

Expectations for Clinical Field Hours: This course is field-based and includes 90 hours in classrooms and other professional settings related to students with special needs

1- Review of CEC Content Standards in relation to student responsibilities in field placement

2- Observe and participate in day-to day operations/management of the inclusive education class and /or special education classes, homes or other facilities

3- Conduct assignments aligned with SPED 43062 and SPED 43040

4- Meet all CEC standards for Professionalism, collaboration, Instructional Strategies, Reading and Language Instruction, as shown through Curriculum-Based Measurement Project.

0.00 Total Contact Hours

Textbook(s) Used in this Course

None

Writing Expectations

Journals, reports, lesson plans, formative evaluation (CBM), adaptations and reflections.

Instructor(s) Expected To Teach

Barton, Luft

Instructor(s) Contributing to Content

Barton, Unger

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

12/03/08