MEMO

TO: Academic Affairs Council

FROM: Rhoda Robinson, Chair Teacher Education

RE: Request for Approval of changes in courses

[NOTE-CHANGES IN PROPOSAL NOTED IN BRACKETS]

The Teacher Education Department has made some minor changes in courses. We are seeking approval from the Academic Affairs council for these changes so they can be placed in the upcoming catalog for 2008-2010.

Rationale for the changes in the courses for the Early Childhood and Special Education Minors:

Rationale: Course Description Changes
the changed course descriptions reflect the fact that we have two new faculty members on staff - one in early childhood teaching TED 253, 353, 355 and 486 and one in special education teaching TED 483 and 488. The courses continue to cover the basic material covered before but some emphases have changed and the wording is that chosen by the new professors.

Rationale: Course Credit Changes
Credit changes were made to a few courses reflecting the changes in the courses and minor programs that have been made with the addition of two new faculty members in the early childhood and special education minors.

TED 353 - from 2 credits to 3 credits
TED 355 - from 3.5 credits to 3 credits [PROPOSAL WITHDRAWN]
TED 486 - from 2 credits to 3 credits
The sum total of these changes brings the required credits for the ECE minor to 22.5 (previously it was 21) [AMENDED TO 23 CREDITS]

TED 488 - from 3 credits to 1-3 credits - this reflects the need that has surfaced for people seeking knowledge about a single disability area rather than all three that are covered in this course - by dividing the course into 3 5-week segments and allowing people to sign up for 1, 2 or 3 credits, we make it possible for people to take just what they are interested in and/or what they need for certification/re-certification.

Rationale for dropping and changing “independent study” courses:

In reviewing the catalog copy we found some courses that had not been used in several years. In total we had 6 courses which could be used for some type of “independent” study or workshops. By changing the credits available on one such course, we found we could drop three of the courses an still maintain all the “independent” or workshop courses we need to have available for our students.

TED 499 – from 1-4 credits to .5-6 credits
TED 482 – DELETE
TED 490 – DELETE
TED 498 - DELETE
New copy descriptions for Early Childhood Program Courses

COPY A

253 Human Development (3) Examines theories of typical and atypical human development (physical, social, emotional, moral and cognitive) from birth through adolescence. Implications for the classroom teacher will be explored. Analysis of developmental information and assessment of development is emphasized. Includes up to 10 hours of field experience. F08, S09, F09, S10

COPY B

353 Exceptional Educational Needs of Young Children (3) Examines the knowledge and skills required to assess and identify children birth through age 8 with exceptional educational needs and talents. Principles and theories of atypical child growth and development, learning theory, and classroom organization and management for EEN young children are explored. This course develops the knowledge necessary to implement developmentally appropriate assessment tools and to promote parent education and family involvement with EEN young children. Includes up to 10 hours of field experience in Early Childhood Programs. Prerequisite: TED 352 (B- or better). S09, S10

NEW COPY C

355 Early Childhood Curriculum I (3) One of two courses focusing on curriculum development, implementation, and evaluation based on typical and atypical child development, learning theory and educational research practice. This course focuses on theories of play in the early childhood classroom. Implementing a play based curriculum for children birth to age 8 through the integration of creative arts, physical activity, social-emotional development and mental health are emphasized. Includes 15 to 20 hours of field experience in Early Childhood programs. Prerequisite: Satisfactory completion of TED 352 (B- or better) or permission of the instructor. F08, F09

NEW COPY D

486/686 Administration of Pre-School Programs (2) Focuses on the rapidly changing field of child development programming. An emphasis is placed on developing the business skills and knowledge that every director must have: funding, budgeting, selecting, training and supervising staff, housing the program, purchasing the equipment, and implementing a standards based evaluation for the program. Specific licensing procedures, grant writing, and program accreditation are also covered in considerable depth. Designing accessible programs for both typical and atypically developing children is emphasized. Includes up to 10 hours of field experience in child development programs. Prerequisite: TED 352 (B- or better). S09, S10
New copy descriptions for Special Education Program Courses

NEW COPY E

483/683 Introduction to Cross-Categorical Special Education (3) Online introduction to special education. An overview of the various groupings of individuals with exceptionalities under the Individuals with Disabilities Education Act are examined, focusing on etiology, identification, incidence, prevalence, treatment, services available, and educational implications. Mental, physical, behavioral, and sensorial exceptionalities are discussed. National, state, and local laws and policies impacting individuals with exceptionalities are examined. Historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice are also examined, as well as current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services for students with disabilities. F08, F09

NEW COPY F

488/688 Learners with Exceptional Needs: CD, LD, EBD (1-3) In-depth study of the classification, etiology, incidence, and prevalence of persons with cognitive disabilities, persons with learning disabilities, and persons with emotional and behavioral disorders. Social, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in prevention, diagnosis, placement alternatives, education, and discipline of learners with these exceptionalities are examined and discussed. Ten hours of supervised experience with individuals with these specific disabilities is required. F08, F09

NEW COPY G

772 Managing the Learning Environment (3) Focus is on the major issues of learning the skills and dispositions necessary for managing a special education classroom and/or case load. Includes curriculum design and evaluation, collaboration, time management, assistive technology and universal design. A fieldwork curriculum research project and presentation is required. Prerequisites: TED 695. S09, S10