

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000: SPE 5675**
- 2. Title (may not exceed 30 characters, including spaces): Assess, Prog, & Serv ELN/ELL**
- 3. Long title, if any (may not exceed 100 characters, including spaces): Assessments, Programs and Services for Students with Exceptionalities and English Language Learners**
- 4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: (3-1-3)**
- 5. Term(s) to be offered:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
- 6. Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year: 2013**
- 7. Course description:**

This course focuses on administrative selection and use of assessments and assessment strategies and use of data, including RtI data, to provide assistance to teachers and other school personnel in addressing the curricular and behavioral needs of learners with exceptional learning needs (ELN) and English Language Learners (ELL). Specific administrative understandings to be developed in this course include: requirements for and development of individualized education programs (IEP) and individual family service plans (IFSP); curricular needs of learners with exceptionalities and English Language Learners; use of data and methods to assist teachers in addressing the curricular needs of learners with exceptionalities and English Language Learners; and curricular modification strategies, including Universal Design for Learning, and evidence-based/research-based instructional strategies to meet the needs of each learner, including those with an IEP/IFSP and English Language Learners. Each candidate will develop a data based plan which focuses on the needs of a school to support services required to meet the needs of students with IEPs; IFSPs; and Section 504 plans; ELL; students at tier two or three in the RtI process; and learners with exceptionalities, including those identified as gifted. This plan will be developed utilizing a collaborative process. Course pre-requisites: EDL 5600, Introduction to Organization and Administration, and enrollment in or completion of an approved "principal preparation program" or permission of the Special Education Department Chairperson.

- 8. Registration restrictions: Graduate status is required to enroll**
 - a. Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
No course equivalents
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
 - b. Prerequisite(s)**
 - **Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.**

EDL 5600, Introduction to Organization and Administration, and enrollment in or completion of an approved “principal preparation program” or permission of the Special Education Department Chairperson.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

Graduate level

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Undergraduate level

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student’s grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

- ☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☒ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☒ other (Please specify)

Methods used in teaching this course include: lecture, individual, small group and peer activities, and assignment of outside readings which will be discussed in class. Candidates will complete a minimum of 15 field experience hours involving collaboration with a special educator, bilingual teacher, one or more general educators and one or more teachers involved in the "Response to Intervention (RtI)" process.

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
 - **EIU graduates will think critically.**
 - **EIU graduates will function as responsible citizens.**

This is not a general education course.

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge**
(Objectives 1.) 2.), and 3.) below)
 - **Effective critical thinking and problem solving**
(Objectives 1.) 2.), and 3.) below)
 - **Effective oral and written communication**
(Objectives 2.), and 3.) below)
 - **Advanced scholarship through research or creative activity**
(Objectives 1.) 2.), and 3.) below)

- 1.) Candidates will select and use assessments, assessment strategies, and data (including RtI data) to provide assistance to teachers and other school personnel in addressing the curricular needs of diverse learners (e.g., students with disabilities, students at-risk, and English Language Learners).
- 2.) Candidates will demonstrate understanding and implications of the requirements and development of individualized family service plans (IFSP) and individual education plans (IEP), transition plans (ITP), and 504 plans and the importance of collaboration with families, agencies, and

community resources in order to effectively support students with special learning needs and their families.

- 3.) Candidates will analyze evidence based practices in curricular modification strategies (e.g., Universal Design, inclusive education models) and school-wide supports that foster quality instruction and student achievement in order to promote a positive, safe, and effective school environment for all learners.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Major assignment:

Each candidate will document a minimum of 15 clock hours of collaboration with a special educator, a bilingual teacher, one or more general educators and one or more teachers involved in the RtI process. Each candidate will develop a data based plan which focuses on the needs of a school within the district in which they are employed to support services required to meet the needs of students with IEPs; IFSPs; and Section 504 plans; ELL; students at tier two or three in the RtI process; and learners with exceptionalities, including those identified as gifted. This plan will evolve and reflect the collaborative process utilized to develop the plan. If the district in which the candidate is employed does not use an RtI process or if the district demographics do not include a diversity of learners, including ELL, the candidate will consult with teachers/administrators in a district that does and the resulting plan will reflect how support services would be provided additionally to these populations of learners. Candidates will conduct a 30 minute in –class presentation in which they describe the design of their plan and a timeline for implementation.

Additional Assignments:

Candidate Led Discussion. Each candidate will be responsible for leading a 30 minute class discussion (including a class activity) focused on one of the required readings. The discussion should include major ideas, research findings, and implications for practice.

Midterm and final exams. Each student will complete a midterm exam and a final exam that include assessment of course content related to lectures, class discussions, course readings, and other related course materials.

Learning Objective	Candidate Led Discussion	Data-based Plan	Presentation	Mid-term	Final
	10%	40%	10%	20%	20%
1.)	X	X	X	X	X
2.)		X	X	X	X
3.)	X	X	X		X

3. Explain how the instructor will determine students' grades for the course:

Written assignments are expected to follow American Psychological Association (APA) style, format, and guidelines. Non-labeling language is expected in all written materials. Students in this class will be expected to meet graduate level performance criteria associated with grammar, spelling, and sentence structure.

Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
Less than 60% of total points	=	F

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
 - Describe how the integrity of student work will be assured:**
 - Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Email and web based materials will be used in this course.

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
- course objectives;**
 - projects that require application and analysis of the course content; and**
 - separate methods of evaluation for undergraduate and graduate students.**

All of the above N/A.

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

Writing-active

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Course Outline:

- I. Requirements for and development of individualized education programs (IEP), individual family service plans (IFSP) and Section 504 plans (4 weeks)
 - A. Legislation Regarding Students with Disabilities (IDEA, ADA, NCLB)
 - 1. Federal
 - 2. State
 - 3. Documentation for Services, on-going Documentation, and Data (IFSP, IEP, Section 504 Plans)
 - 4. NCLB and Students with Disabilities
 - B. Program Models/Continuum of Services in Special Education
 - C. Collaborative Strategies and Related Issues
 - 1. Planning for support services
 - 2. Delivery of support services
 - 3. Grading Practices
 - 4. Diplomas and Graduation Practices
 - 5. Discipline, Suspension, and Expulsion
 - 6. Impartial Hearing/Litigation
 - 7. Family/Environmental Considerations
 - 8. Transition Planning for Students with Disabilities and Families
- II. Administrative selection and use of assessments and assessment strategies and use of data, including RtI data (2.5 weeks)
 - A. Nondiscriminatory assessments
 - 1. Impact of disabilities
 - 2. Primary Language
 - B. Formal and informal assessments
 - C. RtI process and data collection
 - D. Modifications and adaptations
 - E. Use of data, including RtI data, in decision making and provision of services
 - F. Positive Behavior Supports

III. Measures of K-12 Student Growth (1.5 week)

- A. Reliable and valid measures of student growth
 - 1. Student level
 - 2. District-wide
 - 3. State
- B. Use of student growth measures as indicators of principal and teacher effectiveness

IV. Curricular and behavioral needs of learners with exceptionalities and English Language Learners (4 weeks)

- A. Data based determination of curricular and behavioral needs
- B. Curricular adaptation strategies, including Universal Design for Learning
 - 1. Curricular adaptations
 - 2. Curriculum modification strategies
 - 3. Tenets of Universal Design
- C. Behavioral Needs of Learners
 - 1. Positive Behavioral Supports
 - 2. Functional Behavior Assessment (FBA)
 - 3. Behavior Intervention Plan (BIP)

V. Evaluating and Supporting Evidence-based/Research-based instructional strategies to meet the needs of each learner, including those with an IEP/IFSP and English Language Learners (3 weeks)

- A. Differentiated Instruction
- B. Evidence based literacy strategies
- C. Content enhancement strategies
- D. Evidence based numeracy strategies
- E. Attention and memory strategies
- F. Cooperative learning strategies

- G. Co-teaching strategies
- H. Direct instruction strategies
- I. Peer mediated instructional strategies
- J. Problem based learning
- K. Self- regulation and self-monitoring strategies

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Rationale: This course focuses on the knowledge and understanding about creating a school climate that addresses and supports the needs of learners with exceptional learning and behavioral needs and their families. Research has demonstrated that the vision and skills that the principal (school leader) brings to the school environment determines the effectiveness of the school setting. This course will enable principal candidates to enhance their knowledge about inclusive environments in which all students can and do learn and all students and families are treated with positive regard; and in which all personnel demonstrate fairness, sensitivity, acceptance of differences, and behaviors that facilitate access for learners academically and socially.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The course is offered as part of a sequence for the preparation of school leaders (elementary and secondary school principals) in Illinois and as such must follow the proposed program of study indicated by the EIU Department of Educational Leadership. This is a graduate level program designed for candidates who are enrolled in or have completed a "principal preparation program" or graduate candidates who have successfully completed 32 semester hours of coursework with a Special Education prefix.

3. If the course is similar to an existing course or courses, justify its development and offering.

N/A

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course will be a core requirement for all candidates in the Master's in Education in Educational Leadership and an elective for Special Education Master's Degree candidates.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Graduate or Associate Graduate faculty with administrative experience and special education background and experiences

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Alford, B.J., & Nino, M.C. (2011). *Leading academic achievement for English language learners: A guide for principals*. Thousand Oaks, CA: Corwin Press.

Bateman, D., & Bateman, C. F. (2006). *A principal's guide to special education (2nd edition)*. Alexandria, VA: Council for Exceptional Children (CEC).

Hall, S.L. (2008). *Implementing response to intervention: A principal's guide*. Thousand Oaks, CA: Corwin Press.

NOTE: Additional course readings including research articles will be available through Booth Library e-reserves. A course packet will also be provided including supplementary course materials.

PART VI: COMMUNITY COLLEGE TRANSFER

NA

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: February 1, 2012 by Department of Special Education Curriculum Committee and the Chair

Date approved by the college curriculum committee: March 26, 2012

Date approved by the Honors Council (*if this is an honors course*): NA

Date approved by CAA: CGS: April 17, 2012

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disablty/>

581-6583