

## MEMORANDUM

**TO:** Council on Graduate Studies

**FROM:** Diane H. Jackman, Dean  
College of Education and Professional Studies

**DATE:** December 11, 2012

**RE:** Executive Action Items

The following requests were received from the Department of Special Education. I concur with the revisions and ask that the changes be made by executive action. The effective date should be Fall 2013.

Executive Action Changes are requested for these three courses as the changes in course descriptions are semantic changes rather than reflecting significant changes in the courses. Language changes reflect more up-to-date professional terminology, standards-aligned language, and language changes to result in more consistency across descriptions.

The only changes beyond language include changes also appropriate for “Executive Action”.

- SPE 4925: Change of course number to 4525 and changes to prerequisite language to more clearly reflect course sequencing.

### 1. Current Catalog Copy:

#### **SPE 4925 - Communication Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-0-3) F, S. This course addresses strategies for assessment and instruction of verbal/nonverbal skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists. **Prerequisites & Notes:** SPE 3000, 3220, and CDS 2200, or permission of the Department Chairperson. Credits: 3

#### **Proposed Changes:**

#### **SPE 4925 ~~4525~~ – Communication and Early Literacy Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs.**

(3-0-3) F, S. This course addresses strategies for assessment and instruction of verbal/nonverbal **communication and early literacy** skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists. **Prerequisites & Notes:** SPE 3000, **and 3220 or 3200/3201.**, and CDS 2200, **or p**Permission of the Department Chairperson **required for non-majors.** Credits: 3

## 2. Current Catalog Copy:

### **SPE 4820 - Assessment of Young Children (Birth to 8) With Exceptional Learning Needs.**

(3-1-3) F, S. This course addresses both formal and informal assessment of young children at risk and with exceptional learning needs across severity levels, excluding vision and hearing. Screening, observation strategies, the link between assessment and instruction, and writing formative and summative reports are also addressed. Practica provides observation of preschool screening and administration of norm referenced/criterion referenced assessments.

**Prerequisites & Notes:** SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson. University Teacher Education requirements apply and department requirements for enrollment must be met. Credits: 3

## Proposed Changes:

### **SPE 4820 - Assessment of Young Children (Birth to 8) With Exceptional Learning Needs.**

(3-1-3) F, S. This course addresses both formal and informal assessment of young children at risk and with exceptional learning needs across severity levels, excluding vision and hearing. Screening, observation strategies, the link between assessment and instruction, and writing formative and summative reports are also addressed. Practica provides observation of preschool screening and administration of norm referenced/criterion referenced assessments.

**Prerequisites & Notes:** SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the department chairperson. University Teacher Education requirements apply and department requirements for enrollment must be met. **Permission of the department chairperson required for non-majors.** Credits: 3

## 3. Current Catalog Coy:

### **SPE 4920 - Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs.**

(3-4-3) F, S. This course introduces and provides practice in techniques for planning, implementing, and evaluating effective intervention for young children with and at-risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required. **Prerequisites & Notes:** SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met. Credits: 3

## Proposed Changes:

### **SPE 4920 - Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs.**

(3-4-3) F, S. This course introduces and provides practice in techniques for planning, implementing, and evaluating effective intervention for young children with and at-risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required. **Prerequisites & Notes:** SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met. **Permission of the department chairperson required for non-majors** Credits: 3

cc: Dr. Shank