Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Michael Skinner  Email address skinnerm@cofc.edu  Phone 953-8044

1. Department: TEDU

2. Course number and title: EDFS 428 -- Procedures for Teaching Students with Learning Disabilities
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☒ Lab: □ Recitation: □ Seminar: □
   For Independent study courses:
   Research: □ Field experience: □
   Clinical Practice: □ Internship: □
   Practicum: □ Independent Course Work: □

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   This course is designed to prepare students to teach children and youth with learning disabilities, elementary through high school. Emphasis is placed on research-based practices for teaching mathematics, modifying instruction in content areas, teaching learning strategies, and facilitating transition. The course focuses on preparing students to teach in resource and inclusive models of service delivery.

5. CIP Code: 13.1011 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: □
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
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b) Please explain overlap with any existing courses.
   None

8. Prerequisites (or other restrictions):
   EDFS 345, EDFS 411, EDFS 352

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
      The overriding goal of this course is to prepare undergraduate students to work
      with students with documented learning disabilities using research validated
      instructional practices. Consistent with current practice, the course focuses on
      the delivery of effective instruction in the context of less restrictive settings such
      as the general education classroom and resource settings. The course is
      designed to replace EDFS 427 which focuses only on mathematics instruction.
      (See syllabus for specific goals and objectives.) The major focus of the course is
      on providing students with skills needed for teaching students with LD that are
      not covered in other courses (i.e., teaching mathematics, modifying instruction in
      content areas, teaching learning strategies, and facilitating transition).

   b) How does the course support the mission statement of the department and the organizing
      principles of the major?
      The goal of all courses in the special education curriculum is to provide teacher
      candidates with knowledge and skills that are consistent with instructional
      procedures that have a firm research base. This course is consistent with this
      mission. Course objectives are aligned with SOHEHP standards. (See syllabus
      for additional information.)

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of
    the major?
    This course is taken by special education majors specializing in teaching
    students with learning disabilities. It is taken during fall semester of their senior
    year and immediately precedes the clinical practice semester. The close
    proximity to the clinical practice semester facilitates the effective application of
    skills and knowledge during the clinical practice experience.

    b) For courses used by non-majors, how does the course support the liberal arts tradition
    including linkages with other disciplines:

11. Method of teaching:
    lecture
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12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   None. This course will replace EDFS 427 -- Mathematics for Students with Disabilities - in the existing curriculum. EDFS 427 focuses very narrowly on math instruction. The course proposed here provides students with skills and knowledge related to multiple academic, cognitive, and transition domains.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   None. Again, this course will replace EDFS 427. Instructors who have the background to teach EDFS 427 can also teach the proposed course.

   c) Frequency of offering:
   each fall: ☒ each spring: ☐
   every two years: ☐ every three years: ☐
   other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:
   a) Staff:
      None.
   b) Budget:
      None.
   c) Library:
      None. (Materials are already in place for the graduate section (EDFS 741) of this course.)

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Special Education

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

College of Charleston
EDFS 4xx – Procedures for Students with Learning Disabilities
3 Graduate Credits

Course Pre-requisites:
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EDFS 201 - Introduction to Education, EDFS 345 - Introduction to Exceptional Children and Youth, EDFS 352 - Characteristics of Students with Learning Disabilities; and EDFS 411 - Curriculum and Instruction for Students with Disabilities and/or equivalent or permission of the instructor

Course Description:

This course is designed to prepare students to teach children and youth with learning disabilities, elementary through high school. Emphasis is placed on research-based practices for teaching mathematics, modifying instruction in content areas, teaching learning strategies, and facilitating transition. The course focuses on preparing students to teach in resource and inclusive models of service delivery.

Course Text:


Course Objectives:

Objective/EHHP Standard or Disposition/CEC Standard

Describe and provide examples of service delivery models and the instructional groupings and methodologies for those models appropriate for students with LD; EHHP: VII CEC: 4

Describe the scope and sequence of K-12 general academic curricula; EHHP: II CEC: 7

Identify appropriate adaptations and accommodations to the general curriculum, instructional methods (including content enhancements), the environment, media, and teaching materials to fit individual learner characteristics and needs in special and general education settings; EHHP: III CEC: 4, 7

Develop and/or select, implement, and evaluate instructional strategies for students with LD based on research-verified practices in:

a) mathematics (computation, applications, problem solving),
b) cognitive strategies (applied to academic and content areas),
c) study and organizational skills,
d) social skills, and
e) critical thinking skills;
f) content area instruction;
g) transition. EHHP: II, III CEC: 4, 5, 7

Evaluate, select, and/or develop appropriate commercial and teacher-made instructional materials, including technologies, that will enhance the learning of students with LD; EHHP: III CEC: 4, 7

Develop and/or select and implement methods for collecting and organizing direct and frequent measurements of student progress for use with instructional decision-making;
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and

EHHP: VI  CEC: 7, 8

Provide students with academic and social feedback and use procedures that will promote student self-monitoring and self-management techniques.  EHHP: VI  CEC: 4

The School of Education, Health and Human Performance (EHHP) Conceptual Framework

Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

• Understanding and valuing the learner;
• Knowing what and how to teach and assess and how to create an environment in which learning occurs;
• Understanding ourselves as professionals.

Teaching and Learning Standards

• Standard I: Evidence theoretical and practical understanding of the ways learners develop.
• Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.
• Standard III: Evidence a variety of strategies that optimize student learning.
• Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.
• Standard V: Communicate effectively with students, parents, colleagues and the community.
• Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.
• Standard VII: Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.

Course Assignments:

1. Attendance/participation: Class sessions will include discussions, demonstrations, small group activities, and other interactive techniques. Students are expected to read assignments prior to class and participate in these activities. These activities are essential for the development of complex concepts addressed in this course.

2. Differentiated Unit: Develop a unit of instruction for your grade span of choice. The unit must include: unit map, at least five lessons integration of one other content area in at least one lesson, integration of one technology application, informal assessment strategies, and materials and reference lists. Detailed directions, evaluative rubric, and checkpoints will be provided during class sessions.

3. Setting Demand Assessment: Students will assess the demands of a general education setting of one student with LD. The assessment will include curricular, instructional, and environmental components.

4. Field Experience/Practice: Students will complete 20 hours of field experience/practice
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in a public school setting. They will keep a log of hours, anecdotal notes of classroom observations, and copies of (2) formal lesson observations (one conducted by classroom teacher and the other by the instructor).

5. Quizzes: Eight quizzes will be administered throughout the semester. Your lowest will be dropped

6. Final Examination: A comprehensive final examination will be given.

Letter Grades Percentage Range Grade Points
A  93 – 100%  4.0
A-  91 – 92%  3.7
B+  89 – 90%  3.3
B  86 – 88%  3.0
B-  84 – 85%  2.7
C+  82 – 83%  2.3
C  79 – 81%  2.0
C-  77 – 78%  1.7
D+** 75 – 76%  1.3
D  72 – 74%  1.0
D-  70 – 71%  0.7
F  0 – 69%  0.0

Course Calendar: Topic Assignment/Reading
Unit I  Creating Effective Learning Environments     Chapter 1
Unit II Planning and Organizing for Instruction    Chapter 2
Unit III Assessing Students for Instruction        Chapter 3
Unit IV Managing Instruction & Behavior Chapters 4 & 5
Unit V Teaching Learning Strategies, Content, and Study Skills Chapter 13
Unit VI Assessing and Teaching Mathematics Chapters 11 & 12
Unit VII Teaching for Transition  Chapter 14

Resources/Websites of Interest:

Council for Learning Disabilities
http://www.cldinternational.org/Index.asp

Division for Learning Disabilities (Council for Exceptional Children)
http://www.teachingld.org/

The IRIS Center
http://iris.peabody.vanderbilt.edu/index.html

Learning Disabilities Association of America
http://www.ldanatl.org/
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National Joint Committee on Learning Disabilities
http://www.ldonline.org/about/partners/njcld

Self-Regulated Strategy Development (SRSD) Model
http://www.unl.edu/csi/

University of Kansas Center for Research on Learning
http://www.ku-crl.org/

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

Partial List of Sources used for Course Development:


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This form was approved by FCC on 8/17/2010 and replaces all others. 
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Supplemental Reading List and Resources:


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Practice, 16, 74-84.


This form was approved by FCC on 8/17/2010 and replaces all others. p. 10
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16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.