Contact Name: Meta Van Sickle Email: vansicklem@cofc.edu Phone: 843-953-6357

Department Name: TEDU Graduate Program name: MAT in Special Education

Course Prefix, Number, and Title: EDFS 724 - Teaching Reading and Language Arts to Students with Disabilities

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE CHANGE COURSE DELETE COURSE

☐ New Course ☐ Change Number (IV, VII, VIII, IX) ☐ Delete Course (IV, VII, IX)
(attach syllabus*) ☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall, 2015

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

List prerequisites and / or other restrictions below
Will this course be added to the Degree Requirements?

a) □ Yes □ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

B. Credit Hours

Is this course repeatable? □ yes □ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

IV. RATIONALE / JUSTIFICATION: if course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

We are proposing revisions to our MAT in Special Education Program of Study. We are asking for EDFS 724 to be re-named Literacy Development and Intervention for Students with Disabilities. (The current title is Teaching Reading and Language Arts to Students with Disabilities.) We are requesting this change to make the title of the course compatible with the emphasis placed on literacy in the Read2Succeed legislation recently passed by the State of South Carolina. Also, the descriptor “literacy” is consistent with a broader and more contemporary emphasis in the area of reading/language arts instruction.

September 2011
V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

Aurelia Beggest Date: 11-7-14

Signature of Department Chair:

Melita Pan Dolka Date: 11-7-14

Signature of Additional Chair*:

Date: ____________________

Signature of Schools' Dean:

James L. Webber Date: 11/7/2014

Signature of Additional Schools' Dean*:

Date: ____________________

Signature of the Provost:

Date: 12/22/14

Signature of Budget Director/Business Affairs Office:

Date: ____________________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Date: ____________________

Signature of Chair of the Graduate Council:

Date: ____________________

Signature of Faculty Senate Secretary:

Date: ____________________

Date Approved by Faculty Senate: ____________________
Contact Name: Meta Van Sickle    Email: vansicklem@cofc.edu Phone: 843-953-6357

Department Name: TEDU  Graduate Program name: MAT in Special Education

Course Prefix, Number, and Title:  EDFS 748 - Field II: Assessment and Instruction of Students with Disabilities

1. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE          CHANGE COURSE          DELETE COURSE

☐ New Course  ☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)
(attach syllabus*)  ☒ Change Title (IV, VII, VIII, IX)

☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall, 2015

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- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

List prerequisites and / or other restrictions below

September 2011
Will this course be added to the Degree Requirements?

a) □ Yes □ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours


B. Credit Hours

Is this course repeatable? □ yes □ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

September 2011
We are proposing revisions to our MAT in Special Education Program of Study. The current program includes one field experience. The proposed new program will include two field experiences. The proposed new course will be titled: EDFS 649 – Field I: Assessment and Instruction of Students with Disabilities. We want the title of the second field experience (our current course) to parallel the first. That is, we propose the title be changed to:

EDFS 748 – Field II: Assessment and Instruction of Students with Disabilities.

(Current Title: EDFS 748 – Field Experience II: Instruction and Assessment of Exceptional Children)

In addition to the two field titles being parallel, we also want to emphasize that both instruction and assessment are involved in the field setting. That is, we are proposing that “assessment” be added to the existing title.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
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VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  

Signature of Department Chair:  

Signature of Additional Chair*:  

Signature of Schools' Dean:  

Signature of Additional Schools' Dean*:  

Signature of the Provost:  

Signature of Budget Director/Business Affairs Office:  

*For interdisciplinary courses

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Signature of Chair of the Graduate Council:  

Signature of Faculty Senate Secretary:  

Date Approved by Faculty Senate:  


September 2011  

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FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Meta Van Sickel    Email: vansicklem@cofc.edu    Phone: 843-953-6357

Department Name: TEDU Graduate Program name: MAT in Special Education

Course Prefix, Number, and Title: EDFS 649 - Field I: Assessment and Instruction of Students with Disabilities

I. CATEGORY OF REVIEW (Check all that apply)

- [x] New Course (attach syllabus*)
- [ ] Change Number (IV, VII, VIII, IX)
- [ ] Delete Course (IV, VII, IX)
- [ ] Change Title (IV, VII, VIII, IX)
- [ ] Change Credits/Contact hours (II, IV, VII, IX)
- [ ] Prerequisite Change (IV, VII, VIII, IX)
- [ ] Edit Description (III, IV, VII, VIII, IX)
- [ ] Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall, 2015

NEW COURSE:

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- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
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- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

Prerequisites:

- EDFS 730 (Characteristics of ED)
- EDFS 740 (Characteristics of LD)
- EDFS 750 (Characteristics of MD)

Will this course be added to the Degree Requirements?

a) ☑ Yes ☐ No

b) If yes, explain

Students will be required to take this course to partially satisfy the requirements of the MAT Degree in Special Education.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☑ yes ☐ no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Supervised field experience requiring a minimum of 45 hours of classroom experience with children or youth with disabilities. Related seminar addresses the roles of the special educators, organizational and legal contexts for special education programs, models of service delivery, professional and ethical practice, and collaboration skills.

Course Prerequisites: EDFS 730/740/750
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion — please provide reasons for change(s) to or deletion of a course. If a new course — briefly address the goals/objectives for the course and the relationship to the strategic plan.

With the exception of observation experiences included in EDFS 710 (Introduction to Exceptional Children and Youth), this is the first participatory field experience for program students. In addition to completing assignments during campus-based courses taken concurrently (e.g., EDFS 720 – completion of the Individualized Education Program, etc.), students will observe and practice professional skills such as communication and collaboration through teaching a small number of lessons under controlled conditions. They will also discuss the roles of various professionals within the schools, revise philosophy statements started in EDFS 714 and demonstrate mastery of professional knowledge on three brief written assessments. Consistent with the curriculum of this field experience, our strategic plan requires students to demonstrate mastery of several skills (e.g., teaching lessons, collaborating with other professionals, etc.) and the gaining of knowledge (e.g., responding to paper-pencil tests to a satisfactory level, developing a philosophy of special education, organizing and reflecting on their progress in the program through the development of a professional portfolio, etc.).

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<td>1. Articulation of a personal philosophy of special education.</td>
<td>Students will develop personal philosophies of special education throughout the semester with formative evaluation provided throughout. Summative evaluation will take place at the conclusion of the course. Students should obtain a rating of “satisfactory” or “exemplary” in all aspects.</td>
</tr>
<tr>
<td>2. Description of program models and professional roles for those who work directly with students with disabilities and those professionals and paraprofessionals that play supporting roles.</td>
<td>Based on interviews with school personnel, students will complete a Professional Communication Skills Reflection. This assignment also includes documentation of professional roles. As with the previous assignment, formative evaluation will be provided throughout the semester. Summative</td>
</tr>
</tbody>
</table>
3. Collaboration and cooperation with professionals within the schools (e.g., students collaboratively plan and teach lessons).

In the context of planning and presenting instruction, students will work collaboratively with the cooperating teacher. The success of this collaboration will be reflected on the lesson plans taught by the students and will be evaluated by both the supervising professor and classroom teacher. Students should obtain a rating of “satisfactory” or “exemplary.”

4. Documentation of professional knowledge and skill growth.

Students will develop professional portfolios throughout the semester. The portfolio will be evaluated at the end of the semester. However, formative feedback will be provided throughout the semester. Students should obtain a rating of “satisfactory” or “exemplary” in all aspects.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This discussion will be aligned with the four program goals described previously in this section.

1. Articulation of a personal philosophy of special education.

All MAT special education teacher candidates are required to develop and articulate a philosophy related to their work in a special education setting as a part of their program of study. They write the first draft of this document during this field experience (i.e., introductory level). Students revise the document (i.e., reinforced) in Field II (i.e., EDFS 748) and during their Clinical Practice experiences.

2. Description of program models and professional roles for those that work directly with students with disabilities and those professionals and paraprofessionals that play supporting roles.

Students are initially introduced to program models and professional roles during EDFS 710 (Introduction to Exceptional Children and Youth). Experiences provided in the field setting during this proposed course allows them to observe and experience program models and roles in an actual special education setting. This experiences serves to reinforce the knowledge learned in the on-campus, introductory course.

3. Collaboration and cooperation with professionals within the schools (e.g., students collaboratively plan and teach lessons).

Very similar to program Goal 2 above, students are introduced to issues surrounding collaboration and cooperation with other school professionals in the program’s introductory course (i.e., EDFS 710 - Introduction to Exceptional Children and Youth). The field experience portion of this course reinforces this knowledge in an actual school/classroom setting.

4. Documentation of professional knowledge and skill growth.

Students acquire a wide range of knowledge and learn many skills during the MAT Special Education Program.
They document their growth as special educators by constructing a Professional Portfolio. The students begin working on their portfolios in this proposed field course. Subsequently, they add artifacts and matching reflections as they progress throughout the program. The Professional Portfolio is completed during each of their Clinical Practice experiences.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

The revisions proposed for this program have no impact on other departments, programs, or courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

The current course (EDFS 649 – Field Experience I – Assessment and Instruction of Students with Disabilities) will be added to the faculty workload. However, two courses (EDFS 714 and EDFS 635) will not be used as courses within the new proposed program. The removal of EDFS 714 from the program frees up an instructor to teach the new field course. Although EDFS 635 is also not part of the proposed program, special education faculty frequently teach this course.

With the exception of the new field course, all courses included in the new program are currently being offered. No new resources are required for the new field course with the exception of coordination of field placement by our Office of Student Services and Credentialing.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 11-7-14

Signature of Department Chair: ___________________________ Date: 11-7-14

Signature of Additional Chair*: ___________________________ Date: ___________________________

Signature of Schools' Dean: ___________________________ Date: 11/7/2014

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Signature of the Provost: ___________________________ Date: 12/22/14

Signature of Budget Director/Business Affairs Office: ___________________________ Date: ___________________________

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