



Minnesota State University, Mankato Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # 232				
College: <input type="text" value="Education"/>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:				
Department: <input type="text" value="Ed. Studies: Elementary and Early Childhood"/>	<input type="checkbox"/> Graduate	Academic Year 05-06				
Program: <input type="text" value="Elementary Education"/>	CIP # _____	(For Office Use Only)				
Type of Change: <input type="text" value="PROGRAM PROPOSALS NEW COURSE"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Course Designator and Number</th> <th>Number of Credits</th> </tr> </thead> <tbody> <tr> <td>EEC 424</td> <td>4</td> </tr> </tbody> </table>	Course Designator and Number	Number of Credits	EEC 424	4
Course Designator and Number	Number of Credits					
EEC 424	4					
Proposed: <input type="text" value="Change in Requirements-Course(s) Added"/>						
Title Current: _____		(if applicable)				
Title Proposed: <input type="text" value="Special Education and Behavioral Needs in Elementary Educati"/>						
24-Char. Abbrev: <input type="text" value="Sp Ed & Beh Needs Elem"/>						

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Provides elementary education majors with information about special needs students in the regular classroom. Includes strategies for effectively teaching and managing behavior of these students.

Rationale or Justification for change:

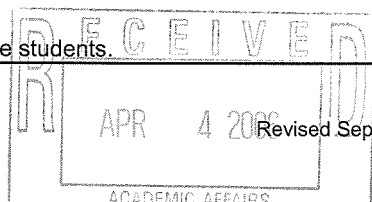
Two 2-credit courses (EEC 407 and EEC 444) will be combined to offer one 4-credit course (EEC 424) to include the same content. This will permit the content to be integrated into a more comprehensible delivery package. This change will also ease scheduling in the department.

For General Education or Cultural Diversity Courses Only

<p style="text-align: center;">General Education Course:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> <tr><td style="text-align: center;">N/A</td><td></td></tr> </tbody> </table> <p> <input type="checkbox"/> For Writing Intensive Courses, attach a description of the kind and quantity of writing. <input type="checkbox"/> For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE. </p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p style="text-align: center;">Cultural Diversity Course:</p> <p style="text-align: center;">(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

For New Courses

(Check all that apply):	Instructional Type: <input type="text" value="Lecture"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	<input type="text" value=""/>	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
<ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		





Minnesota State University, Mankato
Curriculum Proposal

For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

No change to credits or content of program.

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Peg Ballard 3-6-06
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/6/06
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 4-4-06
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 5/16/06
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 5/17/06
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 5/17/06
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

MN State University, Mankato
EEC 424 (4 credits): Special Education and Behavioral Needs
in Elementary Education

Instructor: Mary Ellen Pearson

Department: Armstrong Hall 328 (Educational Studies: Elementary and Early Childhood)

Office: Armstrong Hall 301C

Phone: 389-1516 Department Office
389-5447 Pearson office and voice mail

e-mail mepearson@mnsu.edu

Office Hours: Monday: 9:00-12:00
Tuesday: 2:00 - 4:00
Wednesday: 2:00 - 5:00
Thursday 2:00 – 4:00

Course Description: This course prepares general education teachers to instruct learners with special educational and behavioral needs in a classroom environment shared with regular class students. It supports a team approach to teaching, adapted curriculum, and accommodation strategies.

Required Textbook: Smith, T. E., Polloway, E. A., Patton, J. R., and Dowdy, C. A. (2004). *Teaching Students with Special Needs in Inclusive Settings 4th Edition*. Allyn and Bacon.

Required Companion Web-site: Smith, Polloway, Patton, and Dowdy text site at
<http://www.ablongman.com/spnd>

Required Textbook: Chandler, L. K., Dahlquist, C. M. (2002). *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings*.

Standards: The instructor has designed Special Education 407 to meet MN Teacher License standards for Elementary Teacher Education in the following areas:

Standard 2 Student Learning	<u>Assessment</u> <u>of Knowledge (K),</u> <u>Practice (P),</u> <u>Attainment (A)</u>
Understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development	

D. Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning	Mini-cases (K, P)
Standard 3 Diverse Learners Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities	<u>Assessment of Knowledge (K), Practice (P), Attainment (A)</u>
B. Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents	Test (K, A) Written definitions in Resource Manual (P)
I. Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success	Philosophy Statement in Manual(K, P)
M. Accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes	Adapted lesson plan (K, P, A)
N. Identify when and how to access appropriate services or resources to meet exceptional learning needs	Mini-cases (K, P)
Q. Develop a learning community in which individual differences are respected	Philosophy statement (K, P) (in Manual)
Standard 5: Learning Environment A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	<u>Assessment of Knowledge (K), Practice (P), Attainment (A)</u>
A. Understand the human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.	Test mini cases to determine foundations from various fields (K, P)
B. Understanding how social groups function and influence people, and how people influence groups.	Test mini cases to determine foundations from various fields (K, P)
E. Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.	Test (K), Brainstorm for mini-cases in class; Written reflection on ABC assignment (A) in Behavior Project
F. Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.	Mini-cases (K)
H. Establish a positive climate in the classroom and participate in maintaining such a climate in the school as a whole.	ABC assignment ("Consequences" column) (K)
J. Recognize the relationship of intrinsic motivation to students' lifelong growth and learning.	Mini-cases (K)

K. Use different motivational strategies that are likely to encourage continuous development of individual learner abilities.	ABC assignment (A and C columns) (P)
L. Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.	Mini-cases (P)
P. Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.	Mini-case discussions (P)
Standard 6 Communication Be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	Assessment of Knowledge (K), Practice (P), Attainment (A)
G. Foster sensitive communication by and among all students in the class	Adapted lesson plan (K, P) Class simulation (P)
Standard 7 Planning instruction Be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals	Assessment of Knowledge (K), Practice (P), Attainment (A)
F. Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress	Adapted lesson plan (A)
Standard 8 Assessment Understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student	Assessment of Knowledge (K), Practice (P), Attainment (A)
B. Understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work	Test (K, P)
F. Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities	Mini-case (K, P, A)
G. Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests	Test (K)
K. Monitor teaching strategies and behaviors in relation to student success in order to modify plans and instructional approaches to achieve student goals.	Practice observations, data collection, and graphing in Behavior Project (K, P, A)
Standard 10 Collaboration , Be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being ethics, and relationships	Assessment of Knowledge (K), Practice (P), Attainment (A)

B. Understand how factors in a student's environment outside of school, including family circumstances, community environments, health, and economic conditions may influence students' lives and learning	Mini cases (K, P)
C. Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect	Resource Manual (K, P) Tests (A)
F. Understand data practices	Resource Manual (K, P)
G. Collaborate with other professionals to improve the overall learning environment for students	Class simulation (K, P)
I. Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments	Class simulation (K, P)
K. Establish productive relationships with parents and guardians in support of student learning and well-being	Class simulation (K.P)
L. Understand mandatory reporting laws and rules	Resource Manual (K)

Topics of Study:

Special needs children in the Elementary Education classroom

Legal rights

Due process

IEP and IFSP

IDEA and types of disabilities

ADHD, LD, EBD, At-Risk, Gifted, CD, etc.

Accommodations and Adaptations

Classroom procedures

Working in teams

Working with families

Collaboration with professionals

Foundations for the study of individual and group behavior

Multiple approaches to assumptions of learning including a behavioral approach behavior

Basic concepts of the behavioral approach to change

Functional assessment of behavior including the match to curriculum and measures of success

Reinforcement programs and behavior reduction programs

Specific behavior challenges

Cultural influences on behavior

Positive climate in the classroom

Requirements for the Cours

2 Exams (multiple choice, true/false, short answer)

25 (points)

Behavior Change Project and analysis

10

Resource Manual (Instructions on a separate handout) (includes Philosophy)	20
Lesson plans adapted for special needs	10
Cases	10
Simulations	10
Attendance	7
Class participation (contributions, questions, group participation, etc.)	8
Total	100 points
92 – 100%	A
83 – 91%	B
74 – 82%	C
65 – 73%	D

This course is designed to help university students broaden their understanding of children with disabilities, understand accommodations for working effectively with children with special behavioral needs, and suggestions for working effectively with other staff members and family members. Because the nature of the course, attendance and participation in discussions are important and are worth up to 7 points for attendance and 8 points for participation. In addition, the student will demonstrate civility to other people in class during exchanges of ideas.

In order to demonstrate professional behavior for teachers, university students will be asked to notify the instructor via e-mail before any absence. Excused absences will be arranged with the instructor well in advance.

Students with Disabilities

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see the instructor as early in the semester as possible to discuss the necessary accommodations and contact the Disability Service Office at 507-389-2825 or 1-800-627-3829. Accommodations are made only for students who make arrangements through the Disability Service Office. Note taking services and test accommodations are available but must be arranged through the Disability Service Office.

Basic Skills for Teachers

There are certain basic skills that are necessary for Elementary Education teachers; these include - but are not limited to - the ability to read, write, solve math problems, and communicate successfully. In addition, the state of MN requires passing the Pre-Professional Skills Test (PPST or PRAXIS I) before a teaching license is issued. If you have not passed sections of the PPST, another attempt should be made as soon as possible to determine whether or not you will qualify for a teaching license. During Student Teaching you will complete the PRAXIS II test which also must be passed before a MN teaching license is issued.

COE ELEMENTARY EDUCATION Licensure Plan of Study

Student Name:		SSN:		File #:	
Elementary and Early Childhood Department					
Undergraduate Catalog: 2002-2003, and subsequent catalogs					
Current Program					
Current Program	Cr.	Proposed Program	Cr.	(√)	Notes
Required General Education		Required General Education			
English 101 Composition	4	English 101 Composition	4		
Speech 100 Fundamentals of Speech or	3	Speech 100 Fundamentals of Speech or	3		
Speech 102 Public Speaking	3	Speech 102 Public Speaking	3		
Biology 100 Our Natural World (Lab)	4	Biology 100 Our Natural World (Lab)	4		
Art 100 Elements and Principles of Art	3	Art 100 Elements and Principles of Art	3		
Math 201 Elements of Math I	3	Math 201 Elements of Math I	3		
Physics 101 Introductory Physics (Lab)	3	Physics 101 Introductory Physics (Lab)	3		
Theatre Arts 101 Acting for Everyone	3	Theatre Arts 101 Acting for Everyone	3		
Theatre Arts 229 Kinetic Lrng. in the Clsrn	1	Theatre Arts 229 Kinetic Lrng. in Clsrn	1		THEA 128 pre-Fall, 2001
History 190 United States to 1877 or	4	History 190 United States to 1877 or	4		
History 191 United States Since 1877 or	4	History 191 United States Since 1877 or	4		
History 450 Minnesota to 1880 or	3	History 450 Minnesota to 1880 or	3		
History 451 Minnesota Since 1880	3	History 451 Minnesota Since 1880	3		
EEC 222 Human Rel. in a Multicultural Soc.	3	EEC 222 Human Rel. in a Multicult. Soc.	3		
Health 310 Drug Education	3	Health 310 Drug Education	3		HLTH101 pre-Fall, 1999
EEC 200 Intro. to Elementary Teaching	3	EEC 200 Intro. to Elementary Teaching	3		
KSP 301 Instr. Media Utilization	2	EEC 225 Technology Applications in Ed.	2		KSP 301 pre-Fall, 2004
Physics 480 Lab. Exp. in Physical Science	2	Physics 480 Lab. Exp. in Physical Science	2		
Geography 340 United States or	3	Geography 340 United States or	3		
Geography 341 World Regional	3	Geography 341 World Regional	3		
Math 202 Elements of Math II	3	Math 202 Elements of Math II	3		
KSP 417 Materials for Children or	3	KSP 417 Materials for Children or	3		
English 325 Children's Literature	3	English 325 Children's Literature	3		
Required Professional Education		Required Professional Education			
EEC333 Classroom Learning & Theory	2	EEC333 Classroom Learning & Theory	2		
Art 421 Art Methods/Materials	2	Art 421 Art Methods/Materials	2		
HP 323 Elementary PE Methods	2	HP 323 Elementary PE Methods	2		
Block I Literacy		Block I Literacy			
EEC 320 Social Studies in Elem.	2	EEC 320 Social Studies in Elem.	2		
EEC 334 Literacy	4	EEC 334 Literacy	4		
EEC 321 Social Studies/Literacy Clinical	1	EEC 321 Social Studies/Literacy Clinical	1		
EEC 355 Curric. Management & Assessment	3	EEC 355 Curric. Management & Assess	3		
EEC 410 Middle School Classroom or	3	EEC 410 Middle School Classroom or	3		
EEC 370/371 Kindergrtn Methods & Mat	3	EEC 370/371 Kindergrtn Methods & Mat	3		
Bio 480 Lab. Experiences Elementary	2	Bio 480 Lab. Experiences Elementary	2		
Music 340 Music Materials/Methods	3	Music 340 Music Materials/Methods	3		
Block II Inquiry		Block II Inquiry			
EEC 322 Science/Health in Elem	3	EEC 322 Science/Health in Elem	3		
EEC 324 Mathematics in Elem	3	EEC 324 Mathematics in Elem	3		
EEC 323 Science/Math Clinical	1	EEC 323 Science/Math Clinical	1		
EEC 421 Literacy Interventions	2	EEC 421 Literacy Interventions	2		
EEC 444 Behavior Management in Clsrn	2	EEC 424 Spec Ed & Behav Needs in Elem	4		
EEC 407 Spec. Student in Reg. Clsrn	2				
Geology 305 Earth/Space Systems for El Ed	2	Geology 305 Earth/Space Syst. for El Ed	2		
Block III		Block III			
EEC 473 Student Teaching Elem.	14	EEC 473 Student Teaching Elem.	14		

From: Matz, Karl A
Sent: Wednesday, December 3, 2003 1:53 PM
To: Ballard, Peggy
Subject: Minutes 12-3



Minutes12-3

Minutes

EEC Dept. Mtg.

12-3-03

AH 333

Present: Dr. Peg Ballard, Dr. Steve Rueter, Dr. Terry Fogg, Dr. Ron Browne, Dr Marla Mastin, Dr. Karl Matz, Dr. Linda Good, Dr. Mary Ellen Pearson, Dr. Marsha Traynor, Ms. Laura Bemel, Ms. Ginger Zierdt, Dean Michael Miller, Dr. Tracy Pellet

Committee Reports

Social (Laura Bemel) -- there was discussion concerning the passing of Ed Henderson. It was decided to send a monetary memorial.

Library (Marsha Traynor): Items previously ordered have not yet come in.

Technology Committee (Ron Browne): Not like Stars again, bit we will have one computer studies student assigned to our department, that person will deal with Peg and Ron, for variety of tasks: help, web development, online classes and transition from Ucompass to Desire2Learn. Number of hours per week is undecided. They will asking for office access for campus wide technology inventory.

NCATE: January 8th 8:45 to 11:00 SCTC Conf A
March 24: 12:45-3:00 CSU 253

Search Committee Representative - Hoffman Position Steve Rueter will serve in this position.

Search Update:

#Literacy,

#Social Studies or Elem Generalist:

#Early Childhood

Past difficulties in finding a social studies professor with elementary teaching experience led to a discussion of how this position announcement should be worded. Search Committee will meet Friday at 1:00 to entirely rewrite the position announcements from last year.

Curriculum Changes

Theater 229 Not offered next semester. Many students are in need of it. There was discussion about ways to accommodate them, apart from just dropping the requirement for these few.

EEC 355

~~It was previously voted by the department to combine EEC 407-444 into a single 4 credit course with a different number and name.~~

Dr. Miller suggested we look at places in the program where we are "heavy" such as the sciences and places where we are light, such as Special Populations. Perhaps we can shift credits from heavy areas to light ones.

Lengthy discussion ensued concerning the changes that need to take place to make the program reflect the feedback and research that has been done with our graduates and local districts. The general feeling is that a major program redesign is needed.

~~Discussion concerning changing Professional Ed admission requirement from 55 to 40 and College Admission requirement at 30. Passed with one desenting vote~~