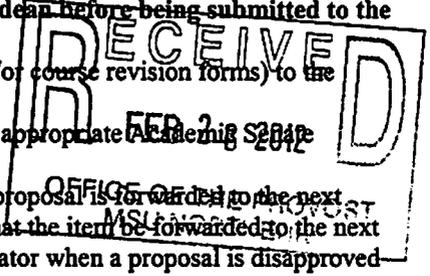


ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals **MUST** have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean ~~before being submitted to the Academic Senate Secretary.~~



1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --

<http://www.msun.edu/admin/provost/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)

Proposal # <u>11-23</u>	Title: <u>EDPY 350/30 Informational Change</u>
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(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)

	Date			
Received by ACAD Senate	<u>12-14-11</u>			
Forwarded to Gen Ed Committee	_____	Approved _____	Disapproved _____	
		Signature _____	Date _____	
Returned to ACAD Senate	_____			
Forwarded to Curriculum Committee	<u>12-14-11</u>	Approved <input checked="" type="checkbox"/>	Disapproved _____	
		Signature <u>[Signature]</u>	Date <u>1-30-12</u>	
Returned to ACAD Senate	<u>2-2-12</u>			
Forwarded to Graduate Council	_____	Approved _____	Disapproved _____	
		Signature _____	Date _____	
Returned to ACAD Senate for Vote	<u>2-2-12</u>	Approved <input checked="" type="checkbox"/>	Disapproved _____	
		Signature <u>[Signature]</u>	Date _____	
Forwarded to Provost for Approval/Disapproval	<u>2-28-12</u>	Approved <input checked="" type="checkbox"/>	Disapproved _____	<u>3-1-12</u>
		Signature <u>Rosalyn Anon Ternpleton</u>	Date _____	
Forwarded to Chancellor for Approval/Disapproval	_____	Approved <input checked="" type="checkbox"/>	Disapproved _____	<u>3-4-12</u>
		Signature <u>[Signature]</u>	Date _____	
Copies sent to originating college and	_____			

COURSE REVISION FORM

NEW _____ MAJOR REVISION _____ FOR INFORMATION ONLY X

College EASN Program Area Education Date 10/3/11
Submitter [Signature] Chair/Dean [Signature] Date 12-12-11
Signature (indicates "college" level approval)

This course description is being changed to provide information about how the course is taught and its curriculum.

Please provide the following information:

College: EASN
Program Area: Education
Date: 10/3/11
Course Prefix & No.: EDPY 350

Course Title: Education and Psychology of Exceptional Children
Credits: 3

Required by: Elementary and Secondary Education Majors

Selective in:
Elective in: Education
General Education:

Lecture: 3 hours
Lecture/Lab:
Contact hours lecture: 3
Contact hours lab: 20

Current Catalog Description (include all prerequisites):
EDPY 350 (The Education and Psychology of Exceptional Children)

In this course the student will examine the various categories of exceptionality (gifted, mentally retarded, learning disabled, visual/hearing/health impaired, physically disabled, and emotionally disturbed) by analyzing each category utilizing the following format: History, definition, prevalence, causes, characteristics, assessment, intervention, curriculum implications, mainstreaming, and future considerations. In-class learning activities will be supplemented by having the student participate in a laboratory experience that involves a 20-hour field placement in a special education setting. Graduate credit requirements are described in the course syllabus.

Proposed or New Catalog Description (include all prerequisites):
EDPY 350 (Education and Psychology of Exceptional Children)

In this course, candidates will examine and survey the various categories of exceptionality in light of Public Law 94-142 and subsequent federal legislation, including the issues of Individual Education Plan, Least Restrictive Environment, and confidentiality. Those categories candidates will study include Learning Disabilities and Attention Deficit Hyperactivity Disorders, Communication Disorders, Emotional and Behavioral Disorders, Autism Spectrum Disorders, Developmental Disabilities, and Lower-Incidence Disabilities. Candidates will study these categories with the format of definition,

history, prevalence, causes, characteristics, interventions, curriculum implications, mainstreaming procedures, and assessments. Complementary to the in-class teaching and learning, candidates will participate in a 20-hour field practicum experience to aid in their theory-into-practice curriculum studies. Graduate credit will be offered, though additional work is required per the class syllabus.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources. N/A

ACAD course revision form 12-12-2001

EDPY 350 Course Objectives:

Unit #1, after introducing the various reading and writing aids used in class, also introduces candidates to the roles of NCLB and the various federal mandates for exceptionalities as well as the differences of students with Learning Disabilities and Attention Deficit Hyperactive Disorders.

Unit #2 requires candidates to read, study, and then reflect upon the differentiations of students with Emotional Behavioral Disorders, Autism, and Cognitive and Pervasive Disorders.

Unit #3 requires candidates to read, study, and then reflect upon select concepts relating to students with Visual Impairments, Hearing Loss, Physical Disabilities, Health Impairments, and Traumatic Brain Injury, and then introduces candidates to select concepts to students with Giftedness and Exceptional Talents.