<table>
<thead>
<tr>
<th>DEPT</th>
<th>Program</th>
<th>Modification</th>
<th>Add or Modify</th>
<th>Committee Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEM</td>
<td>ECH 440</td>
<td>Clinical Practice in ECH</td>
<td>A</td>
<td>10/26/2017</td>
</tr>
<tr>
<td>ELEM</td>
<td>RDG 320</td>
<td>Language and Literacy I</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>KINE</td>
<td>DAN 300</td>
<td>Improvisation &amp; Comp of Dance</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>KINE</td>
<td>DAN 305</td>
<td>Pointe</td>
<td>A</td>
<td>10/19/2017</td>
</tr>
<tr>
<td>KINE</td>
<td>DAN 306</td>
<td>Choreography II</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>KINE</td>
<td>DAN 360L</td>
<td>Dance Performance Lab</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>KINE</td>
<td>DAN 380L</td>
<td>Dance Company Lab</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>KINE</td>
<td>DAN 480</td>
<td>Choreographic Project</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>SEEL</td>
<td>SED 370</td>
<td>Socio &amp; Hst Persp in Educ</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>SEEL</td>
<td>SED 522</td>
<td>Curriculum, Instruc &amp; Asses</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>SEEL</td>
<td>SED 523</td>
<td>Respond to Ethic &amp; Legal Issue</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>SEEL</td>
<td>SED 525</td>
<td>Class Management &amp; Prof Resp</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>SEEL</td>
<td>SED 527</td>
<td>The Secondary School Student</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>SEEL</td>
<td>SED 591</td>
<td>Prac Inquiry &amp; Action Resch I</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>SPE 120</td>
<td>Intro to Human Services</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>SPE 552</td>
<td>Working w/ Persons w/ VI</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>SPE 555</td>
<td>Practicum Diagn Evaluation</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>SPH 470</td>
<td>Language for the Deaf</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>SPH 476</td>
<td>Literacy Development for Deaf</td>
<td>M</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>DHH 111</td>
<td>Deaf Culture</td>
<td>A</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>DHH 301</td>
<td>Teaching Science in the DHH Classroom</td>
<td>A</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>DHH 302</td>
<td>Teaching Social Studies for DHH</td>
<td>A</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>DHH 303</td>
<td>Teaching Math for DHH</td>
<td>A</td>
<td>11/2/2017</td>
</tr>
<tr>
<td>HUSR</td>
<td>SPE 554</td>
<td>Practicum in Professional and Ethical Practice</td>
<td>A</td>
<td>10/26/2017</td>
</tr>
</tbody>
</table>
The submission is currently awaiting for the Dean's decision.

Submitted By:

**Vaughan, Elizabeth Jean** on 16-Oct-17

Chair's Info:

Approved by **Vaughan, Elizabeth Jean** on 16-Oct-17

Dean's Info:

Committee's Info:
Course Subject:
   ECH
Course Number:
   440
Course Extension:

Term Code:
   Fall 2018
CIP Code (Do not include decimals):
   1312100004
Short Course Title:
   Clinical Practice in ECH
Long Course Title:
   Clinical Practice in Early Childhood Education
Prerequisites:
   ELE 450, Admission to Educator Preparation, and passing score on TExES content exam
Instruction Type:
   Practicum
Credit Hours Max:
   3
Credit Hours Min:
   3
Credit Hours Max Degree (Repeat):
   3
Max Contact Hours Each Week Fall Semester:
   3
May this course be taken more than one time each semester?
   No
Grade Type:
   Pass or Fail: P or F
Will this course require additional library resources?
   No
If YES, please explain:

Does this course replace a course on the current/previous list inventory?
   No
If YES list the prefix and number:
What is the primary reason you are proposing this course? Describe the need this new course will fill or the problem it is designed to solve.

EC-6 teacher education candidates do a split student teaching requirement with half in a prekindergarten or kindergarten classroom and half in a first through sixth grade level classroom. In the past this was split between two 3 credit student teaching experiences. Currently this is done as one 6 credit course ELE 441. New TEA requirements for teaching PreK requires documented credits in early childhood education. Also, the state is moving towards developing a new EC-3 certification. Creation of this course will allow student transcripts to reflect more accurately the student teaching experience.

Describe the placement of the proposed course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)

This will be a required course in the current EC-6 certification program and will be taken as part of the professional teacher education block on the degree plan. The clinical practice experience will include ECH 440 (3 sch) and ELE 441 (3 sch) in place of the current ELE 441 (6 sch) requirement. ELE 441 is currently a variable credit course, so no change to the course is required.

How does the proposed course differ from similar courses being offered at Stephen F. Austin?

It is similar to the current ELE 441 course that does not accurately reflect the prekindergarten/kindergarten placement for this experience.

Any Other Information.

Course Syllabus:

Syllabus submitted on 16-Oct-17.
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for RDG 320 - Language and Literacy I

The submission is currently awaiting for the Dean's decision.
Submitted By:
Gresham, Gloria Jean on 06-Jul-17
Chair's Info:
Approved by Vaughan, Elizabeth Jean on 11-Jul-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
RDG 320 - Language and Literacy I
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
The Elementary Education Department removed the Elementary Education Admission Test from a program requirement for the EC6 and 4/8 programs. This exam had to be passed before taking RDG 320. Since the test is no longer a program requirement, it needs to be removed from the RDG 320 requirements.

Prerequisites:

Current Prerequisites:
RDG 318 and pass the Elementary Education Admissions Test
Modified Prerequisites:
RDG 318

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
RDG 320 is a required course for the EC6 and 4/8 programs. It is the second reading course and is taken early in the EC6 and 4/8 programs.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
RDG 320 is not similar to other courses taught at SFA. It is specific for the EC6 and 4/8 certification programs.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
PLO 1 (overall program learning objective). Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1). In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to understand the following (SLOs): SLO 1.1 (specific course learning objective) understand that literacy develops over time and progresses from emergent to proficient stages. (EC6 Texas ELA ST IV; 4/8 Texas ELA ST II) (EC12 Texas PPR ST I). Standards: ELAR: EC6 (4-8) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 4.2k (2.2s) 1.3k (4.3k) 2.2k (2.1k) 3.1k (2.2k) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 6.2k(3.8k) 5.2s, 6.1s (3.1k) 6.2s (3.7s) 4-8 3.4k / PPR (TS): 1.14k 1.25k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.9s (TS1Ai) 1.15.5 1.19s (TS1Bi) 1.28s (TS2Ai / TS5Ci TS5Ci) / 1.16s (TS1Ci) / 1.4s 1.11s (TS3Bi) 1.21s (TS1Ci) / 1.11k (TS3Ai) 1.7k(TS3Ci) 1.6s (TS3Bi) 1.1s (TS1Bi) 1.4s / 1.7s (TS1Ai) / Dyslexia IDA 1: C 1-5, D, E ASSESSMENT: ESSAY Standards: ELAR: EC6 (4-8) 4.1k (2.4k) 6.2k (3.8k) 6.2s (3.7s) 4.2k (2.2s) 1.3k (4.3k) 2.2k (2.1k) 3.1k (2.2k) 3.1s (3.3s) 3.2k (2.2k) 7.5k (4.3k) 10.1k (8.1k) 10.3k (8.3k) 10.8k (8.6k) 4.6k (2.8k) 5.1s (3.3s) 5.3s (3.4s) 6.2k(3.8k) 6.2k (3.8k) 5.2s, 6.1s (3.1k) 6.2s (3.7s) 4-8 3.4k / PPR (TS): 1.14k 1.25k 1.2s (TS2Bi / TS2Ci) 1.3s (TS1Ci) 1.9s (TS1Ai) 1.15.5 1.19s (TS1Bi) 1.28s (TS2Ai / TS5Ci TS5Ci) / 1.16s (TS1Ci) / 1.4s 1.11s (TS3Bi) 1.21s (TS1Ci) / PPR - 1.11k (TS3Ai) 1.7k(TS3CI) 1.6s (TS3Bi) 1.1s (TS1Bi) 1.4s / 1.7s (TS1Ai) / Dyslexia IDA 1: C 1-5, D, E SLO 1.2 – TC understand how oral language develops and is used to communicate with others (EC6 Texas ELA ST I and IV; 4/8 Texas ELA ST I and II) (EC12 Texas PPR ST I). Standards ELAR: EC6 (4-8 in paren) 1.8s (1.12s) 2.4s (4-8: 2.2s, 2.12s, 3.4k 3.3k (2.3k) 1.1k (1.1k) 2.1k 2.2k (2.1k) 2.3k 2.2s 2.3s 3.3k (2.3k) 4.9k (2.1lk) 5.1k (3.1k) / Dyslexia IDA Content Sect 1: A, C1, B / PPR (TS) 1.7s (TS1Ai) 1.28s (TS2Ai / TS5Ci TS5Ci) 1.11k (TS3Ai) 1.21k 1.24k 1.24s ASSESSMENT
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals

Welcome: hendricksl
- Logout

Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DAN 300 - Improvisation & Comp of Dance

The submission is currently awaiting for the Dean's decision.
Submitted By: Jameson, Haley Hoss on 18-Sep-17
Chair's Info:
Approved by Thornton, Leonard Jay on 20-Sep-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
DAN 300 - Improvisation & Comp of Dance
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
We have established 2 choreography classes, and now need a better name/description of the courses. Additionally, this is a theory & practice (lecture course with physical participation), and has the expectations and assignments of a 3 hour course.

Course Title:

Current Short Course Title:
Improvisation and Composition
Modified Short Course Title:
Choreography I
Modified Long Course Title:
Choreography and Dance Composition I

Credit Hours:

Modified Credit Hours Max:
3
Modified Credit Hours Minimum:
3
Maximum Hours Counted Toward Degree:
3

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
This is a required course for both our majors and minors.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This is currently the only course of it's kind. We have added a second choreography course that progresses from this one.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
1. To learn the fundamentals of creating substantial choreography for performance purposes. (PLO 3) 2. To learn the proper language and terminology needed to create choreography on ones self or on a group. (POL 3) 3. To learn how to choreograph while maintaining ones self and style through movement, inspiration, and technique. (PLO 1) 4. To develop musicality, spatial and rhythmic awareness while choreographing, and dancing to improve movement memory. (PLO 5) 5. To gain an appreciation for art and how it is created.
Any Other Information:

Course Syllabus:

Download the attached syllabus submitted on 08-Sep-17 by clicking: Download
Download the attached syllabus submitted on 18-Sep-17 by clicking: Download
Download the attached syllabus submitted on 18-Sep-17 by clicking: Download
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals

- Welcome: hendricks
  - Logout

Course Proposal: Add

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DAN 305 - Pointe

The submission is currently awaiting for the Dean's decision.
Submitted By:
Jameson, Haley Hoss on 13-Oct-17
Chair's Info:
Approved by Thornton, Leonard Jay on 13-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:
Add Content:

Course Subject: DAN
Course Number: 305
Course Extension: L
Term Code: Fall 2018
CIP Code (Do not include decimals): 5003020003
Short Course Title: Pointe
Long Course Title: Advanced Ballet: Pointe
Prerequisites: Must have achieved Ballet 3, be enrolled in Ballet 3 concurrently, and have permission from the instructor.
Instruction Type: Laboratory
Credit Hours Max: 2
Credit Hours Min: 1
Credit Hours Max Degree (Repeat): 4
Max Contact Hours Each Week Fall Semester: 4
May this course be taken more than one time each semester? No
Grade Type: Standard: A-F
Will this course require additional library resources? No
If YES, please explain:
Does this course replace a course on the current/previous listed inventory? No
If YES list the prefix and number:
What is the primary reason you are proposing this course? Describe the need this new course will fill or the problem it is designed to solve.
Pointe work is a natural extension of Ballet, and is at the most advanced level for dance majors. We are aligning our curriculum with National Association of Schools of Dance for eventual accreditation.
Describe the placement of the proposed course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)
This will be an advanced ballet class that is an elective part of our dance major.
How does the proposed course differ from similar courses being offered at Stephen F. Austin?
There are no other Pointe classes offered at SFA.
Any Other Information.
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals

Welcome: hendricks1
- Logout

Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DAN 306 - Choreography II

The submission is currently awaiting for the Dean's decision.
Submitted By:
Jameson, Haley Hoss on 18-Sep-17
Chair's Info:
Approved by Thornton, Leonard Jay on 20-Sep-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:

https://oraappsprod.sfasu.edu:9016/CourseProposal/modify/showHistory/110257
Primary information:

Please select which course you wish to modify:
DAN 306 - Choreography II
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
This is the second course in a series of 3. It is both a theory and practice class for all of our dance majors. It is requiring 3 cr hr of work, and should be listed as such.

Credit Hours:

Modified Credit Hours Max:
3
Modified Credit Hours Minimum:
3
Maximum Hours Counted Toward Degree:
3

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
This is required of all dance majors, and is an option for minors.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This is the only course of its kind at SFA.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Student Learning Outcomes: 1. Demonstrate choreographic principles such as motif, theme and variation, use of space, time, and energy, positive/negative space through creation of small group and large group movement studies. (PLO 3) 2. To learn the proper language and terminology needed to create choreography on peers. (PLO 3) 3. Edit, refine, embellish and amplify movement content while maintaining personal movement style, inspiration, and technique. (PLO 1) 4. Develop musicality, spatial and rhythmic awareness while choreographing, and dancing to improve movement memory and personal style. (PLO 5) 5. Distinguish the responsibilities of choreographer and dancer in the symbiotic relationship.
Any Other Information:
This will continue to bring our curriculum into alignment with the Nationals Association of Schools of Dance accrediting guidelines.

Course Syllabus:

Download the attached syllabus submitted on 18-Sep-17 by clicking: Download
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DAN 360L - Dance Performance Lab

The submission is currently awaiting for the Dean's decision.
Submitted By:
Jameson, Haley Hoss on 18-Sep-17
Chair's Info:
Approved by Thornton, Leonard Jay on 20-Sep-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
DAN 360L - Dance Performance Lab
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
This is a Performance course designated for the dance degree. Performance and Choreography should have a minimum of two performances and potentially more to earn a degree with an emphasis in performance. This should be repeatable up to 6 hours.

Repeat Status:

May this course be taken more than one time each semester?
Yes

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
This is a required course for both the major and the minor in dance - all concentrations. It is required a minimum of one time (2 hours) for Teaching concentration. It is required minimum of 2x (4 hours) for Performance and Choreography concentration.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
It is the only dance performance class offered at SFA.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Student Learning Outcomes: 1. The student will be able to execute performance skills in intermediate/advanced level ballet, modern dance and jazz dance techniques. (PLO 4). 2. The student will be able to execute and apply the variety of choreographic devices, structures and forms used in concert dance. (PLO 3) 3. The student will be able to execute and apply professionalism and production values necessary for concert dance, including lighting, sound, costuming, and publicity. (PLO 2) 4. The student will be able to execute variations in rhythmic patterns and elements of music such as accents, beats, and phrasing as applied to choreography. (PLO 5)
Any Other Information:
This should be repeatable for credit up to 6 hours.

Course Syllabus:

Download the attached syllabus submitted on 18-Sep-17 by clicking: Download
Download the attached syllabus submitted on 18-Sep-17 by clicking: Download
Course Proposal: Modification

Entry Details

• Overview
• Content

Submitted
Chair
Dean
Committee
Approved

Status for DAN 380L - Dance Company Lab

The submission is currently awaiting for the Dean's decision.
Submitted By: Jameson, Haley Hoss on 04-Oct-17
Chair's Info:
Approved by Thornton, Leonard Jay on 13-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:

https://oraappsprod.sfasu.edu:9016/CourseProposal/modify/showHistory/110259
Primary information:

Please select which course you wish to modify:
DAN 380L - Dance Company Lab
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
This is a performance class by audition only. It is for dance majors and minors, and is the elite face of the SFA Dance Program. These students act in partnership with the faculty to represent SFA at conferences to present faculty work, and assist in recruitment at various venues. We wish to align this course with our other technique and performance classes to better fit with NASD guidelines and make our curriculum more streamlined.

Instruction Type:

Instruction Type:
Seminar

Credit Hours:

Modified Credit Hours Max:
2
Modified Credit Hours Minimum:
2
Maximum Hours Counted Toward Degree:
8

Repeat Status:

May this course be taken more than one time each semester?
Yes

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
This is will be an elective for both dance majors and minors.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This is similar to DAN 360, but serves a different purpose. This course is a touring group, and is the elite face of the SFA dance program for recruitment, student and faculty creative work, and performs off campus. DAN 360 only performs on campus.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Student Learning Outcomes: 1. To execute the choreography of faculty, guest artists, and professionals within the field of dance, and experience a variety of genres and styles of movement. (PLO 1,6). 2. To execute formal and informal performances, and apply technical, production, and choreographic elements to on and off campus performances. (PLO 1,2,3). 3. To apply technical training in ballet, modern, & jazz, choreographic nuances, and rhythms that support rehearsals and performance. (PLO 1,2,3,5). 4. To represent and recruit students to SFA through off campus lecture/demonstrations, fairs, and conferences.
Any Other Information:

Course Syllabus:
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DAN 480 - Choreographic Project

The submission is currently awaiting for the Committee's decision.
Submitted By: Jameson, Haley Hoss on 24-Jan-17
Chair's Info:
Approved by Davis, Troy D. on 09-Mar-17
Dean's Info:
Approved by Abbott, Judy on 22-Mar-17
Committee's Info:
Available Outputs:
Modifications:

☑ Contact Hours:  ☐ Course Title:  ☐ Credit Hours:
☐ Course Description:  ☐ Course Outline:  ☑ Grade Type:
☐ Instruction Type:  ☐ Prerequisites:  ☐ Repeat Status:

Primary information:

Please select which course you wish to modify:
DAN 480 - Choreographic Project
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
This is a senior capstone project, and we would like to be able to quantify the students' achievement levels.

Grade Type:

Grade Type:  A-F

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
This is a required course for all dance majors. It is the senior capstone project for all dance majors.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This is the only course of its kind at SFA.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
1. To gain a broader knowledge and experience in choreographic design. (PLO 2,3,5,6).
2. To develop the ability to critique and analyze a movement composition. (PLO 1,6)
3. To develop individuality in manipulating movement as related to phrasing, abstracting, editing and generating compositional ideas. (PLO 1,3,5).
4. To develop the ability to set movement phrases on more than one dancer and enhance skill in the rehearsal and performance process. (PLO 1,4,5).
5. To make informed decisions related to lighting, sound editing, costuming, set design and publicity. (PLO 2).
6. To provide an opportunity to present original choreography in a concert setting. (PLO 1).

Any Other Information:
This has typically been a Pass-Fail situation, however, we have increased the expectations, and have specific criteria students need to meet, in order to "pass". We wish for them to have a better understanding of their processes and their learning.

Course Syllabus:

Download the attached syllabus submitted on 24-Jan-17 by clicking: Download
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SED 370 - Socio & Hist Persp in Educ

The submission is currently awaiting for the Dean's decision.
Submitted By: Austin, Kenneth Ray on 16-Sep-17
Chair's Info: Approved by Davis, Troy D. on 20-Sep-17
Dean's Info: Committee's Info: Available Outputs:

Modifications:
Primary Information:

Please select which course you wish to modify:
SED 370 - Socio & Hist Persp in Educ
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
To better align with Teacher Education Program preparation

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Power, race, culture, and the struggle for identity are integrated with the overarching themes of the purpose of education, equity, equality, and the promise of democratic education so that pre-service candidates may develop a professional identity that reflects the richness and complexity of American education.

Enter modified course description exactly as it will appear in the general/graduation bulletin:
This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Further, this course addresses the integration of power, race, culture, and the struggle for identity as overarching themes in addressing the purposes of education, equity, equality, and the promise of democratic public education; and, prepares pre-service candidates to begin developing a culturally relevant professional identity in preparation for the richness and complexity of American education.

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
Introductory course to the Teacher Education Program. No pre-requisite to take the course, However, it is a required course for the Teacher Education Program. Attached syllabus reflects projected modifications to the course.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
No similar courses are offered.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
1. The candidate will analyze and present historical or critical issues in American education. 2. The candidates will critically analyze and evaluate current issues and research in American education. Because this is the initial course in the Secondary Education Teacher Education Program, students will address and be better able to: -Define and illustrate the importance of a learner-centered environment and learner-centered instruction. -Demonstrate an awareness of the cultural, ethnic, and racial diversity of the students in the secondary classroom. -Demonstrate an awareness of environmental factors that influence the learning process. -Demonstrate an awareness of the resources and legal issues surrounding students with special needs. -Identify various learning styles. -Identify the basic elements of productive student-centered communication. This course and the James I. Perkins College of Education places an emphasis on and is committed to the following values: -Academic Excellence through critical, reflective, and creative thinking -Life-long learning -Collaboration and shared decision making -Openness to new ideas, to culturally diverse people, and to innovation and change -Integrity, responsibility, diligence, and ethical behavior -Service that enriches the community.

Any Other Information:

Course Syllabus:

Download the attached syllabus submitted on 16-Sep-17 by clicking: Download
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SED 522 - Curriculum, Instruc & Asses

The submission is currently awaiting for the Dean's decision.
Submitted By: Olson Beal, Heather Kathleen on 21-Jun-17
Chair's Info:
Approved by Vaughan, Elizabeth Jean on 21-Jun-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SED 522 - Curriculum, Instruc & Asses
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
Program revisions.

Course Title:

Current Short Course Title:
Curriculum, Instruction, and Assessment
Modified Short Course Title:
Curriculum and Instruction
Modified Long Course Title:
Curriculum and Instructional Design for All Learners

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
Emphasis on the application of learner-centered principles for designing and implementing developmentally appropriate instruction and assessment. Analysis of state and national standards.
Enter modified course description exactly as it will appear in the general/graduation bulletin:
This course involves the development of learner-centered curriculum and instruction with an emphasis on culturally relevant teaching. It also focuses on researched-based instructional models relevant to public school education, especially effective and equitable education for racially, culturally and linguistically diverse students.

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
Required for certification.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
It meets the standards for the TExES test framework and Commissioner Standards for pre-service teachers.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Program Learning Outcomes: 1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. 2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. 3. The candidate will design an effective classroom management plan for diverse learner centered educational settings. 4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. Student Learning Outcomes: 1. The candidate will demonstrate an understanding of the connection between various components of the Texas assessment program, the state-mandated curricula, and instruction. 2. The candidate will plan lessons and structure units so that activities progress in logical sequence and support the state-mandated curriculum. 3. The candidate will design developmentally appropriate instruction that encourages the use and refinement of higher-order thinking skills and that incorporate different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices. 4. The candidate will design and apply various instructional strategies to promote active student engagement and learning. 5. The candidate will write and use instructional objectives for effective teaching and learning.
Any Other Information:
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SED 523 - Respond to Ethic & Legal Issue

The submission is currently awaiting for the Dean's decision.
Submitted By:
Olson Beal, Heather Kathleen on 21-Jun-17
Chair's Info:
Approved by Vaughan, Elizabeth Jean on 22-Jun-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SED 523 - Respond to Ethic & Legal Issue
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
Program revisions.

Course Title:

Current Short Course Title:
Responding to Ethical and Legal Issues of Diversity
Modified Short Course Title:
Assessment
Modified Long Course Title:
Assessment for Diverse Contemporary Classrooms

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
A focus on understanding and responding to diversity (i.e. cultural, learning styles, special needs, linguistic, socioeconomic) in the classroom and community. Ethical and legal issues related to promoting equity will be explored.
Enter modified course description exactly as it will appear in the general/graduation bulletin:
This course will provide a foundational understanding, both theoretical and practical, of the essential elements of educational assessment with a focus on diverse populations. In particular, formative and summative assessment methods will receive a strong focus as well as numerous other assessment strategies for diverse learners including: placement, diagnostic, self and peer assessment, alternative, authentic, and portfolio assessment. Measurements, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation.

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
Required for certification.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This course meets the TEES test framework standards and the Commissioner Standards for pre-service teachers.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Program Learning Outcomes: 1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. 2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. 3. The candidate will design an effective classroom management plan for diverse learner centered educational settings. 4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. Student Learning Outcomes: 1. The candidates will create an assessment portfolio that includes authentic, alternative and performance assessments. 2. The candidates will develop unit and lesson plans with appropriate relevant assessments. 3. The candidates will critically evaluate research and readings connected to assessments.
Any Other Information:
Course Proposal: Modification

Entry Details

Overview
Content

Status for SED 525 - Class Management & Prof Resp

The submission is currently awaiting for the Dean's decision.
Submitted By: Olson Beal, Heather Kathleen on 21-Jun-17
Chair's Info:
Approved by Vaughan, Elizabeth Jean on 22-Jun-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SED 525 - Class Management & Prof Resp
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
Program revisions.

Course Title:

Current Short Course Title:
Classroom Management
Modified Short Course Title:
Managing the Learning Environment
Modified Long Course Title:
Motivating and Managing the Active Learning Environment

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
Emphasis on discipline theory, ethical responsibilities and legal issues involved in classroom management. Focus on understanding teacher roles, responsibilities, communication and professionalism.
Enter modified course description exactly as it will appear in the general/graduation bulletin:
This course challenges candidates to reflect on ways to implement research based engagement strategies and classroom management techniques for a diverse and learner centered classroom. Through a lens of critical and culturally responsive pedagogy, the candidates will reflect on topics such as classroom organization and procedures, developmentally appropriate behavioral expectations, educator ethics and leadership.

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
Required for certification.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This meets the TExES test framework and Commissioner Standards for pre-service teachers.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Program Learning Outcomes: 1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. 2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. 3. The candidate will design an effective classroom management plan for diverse learner centered educational settings. 4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. Student Learning Outcomes: 1. The candidate will create a classroom management plan that addresses strategies, theories, communication and procedures. 2. The candidates will write a case study based on classroom management issues and discipline theories. 3. The candidate will present critical evaluations of research based classroom management theories.
Any Other Information:

Course Syllabus:
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SED 527 - The Secondary School Student

The submission is currently awaiting for the Dean's decision.
Submitted By: Olson Beal, Heather Kathleen on 21-Jun-17
Chair's Info:
Approved by Vaughan, Elizabeth Jean on 22-Jun-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SED 527 - The Secondary School Student
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
Program revisions.

Course Title:

Current Short Course Title:
The Secondary School Student
Modified Short Course Title:
The 21st Century Student
Modified Long Course Title:
The 21st Century EC-12 Student

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
This course presents various aspects of adolescent growth and development that are most significant to the secondary school teacher.
Enter modified course description exactly as it will appear in the general/graduation bulletin:
This course presents current research about human development of diverse students in grades EC-12, along with classic theories about human development. The human development of the student is studied through the lens of classroom application and culturally responsive pedagogy.

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
Required for certification.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
The course meets the TExES PPR framework and the Commissioner Standards for pre-service teachers.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Program Learning Outcomes: 1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. 2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. 3. The candidate will design an effective classroom management plan for diverse learner centered educational settings. 4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. Student Learning Outcomes: 1. The candidate will design instruction based on developmentally appropriate and culturally responsive pedagogy. 2. The candidates will critically analyze, evaluate, and revise curriculum to determine its developmentally appropriateness and cultural responsivity.
Any Other Information:

Course Syllabus:

Download the attached syllabus submitted on 21-Mar-17 by clicking: Download
Download the attached syllabus submitted on 21-Jun-17 by clicking: Download
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SED 591 - Prac Inquiry & Action Rsrch I

The submission is currently awaiting for the Dean's decision.
Submitted By: Olson Beal, Heather Kathleen on 19-Jun-17
Chair's Info:
Approved by Vaughan, Elizabeth Jean on 22-Jun-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary Information:

Please select which course you wish to modify:
SED 591 - Prac Inquiry & Action Rsrch I
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
Program revisions.

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
Individual study of a problem specific to practice in the educational setting where the student is actively engaged. The student’s inquiry is related to the study of educational leadership in the K-12 setting with a focus on the improvement of practice.

Enter modified course description exactly as it will appear in the general/graduation bulletin:
Individual study of a problem specific to practice in the educational setting where the student is actively engaged. The student’s inquiry is focused on the improvement of practice.

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
Required for degree plan.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This course is a two-semester sequence through which students will propose an original action research project in the first semester and will implement the research project and then act upon it--based on the study findings--in the second semester.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Program Learning Outcomes The student will be able to: • develop and adapt instruction and assessment based on the needs of diverse students; • effectively manage a diverse learner-centered classroom; • implement and modify instruction for all students incorporating technology as appropriate; • evaluate, design, and conduct educational research, and • evaluate exemplary teaching leadership practices and demonstrate awareness of the issues of social justice, equity, and critical pedagogy. Student Learning Outcomes The student will: • be introduced to the evolution of teacher research as a qualitative research methodology; • recognize and use a variety of qualitative research tools i.e. dialogue journaling techniques; interviewing techniques, participant observation techniques, document analysis, classroom observations techniques, etc; • understand the ethical and moral implications of conducting field based, person-centered research; • interpret data based on data collected and from the perspectives of participating teachers; • read and use high quality journals and books in the field; • critique major teacher research inquiries; • propose a mini teacher research inquiry demonstrating the knowledge, skills, and attitudes learned in this course, to be implemented in SED 592
Any Other Information:

Course Syllabus:

Download the attached syllabus submitted on 21-Mar-17 by clicking: Download
Download the attached syllabus submitted on 19-Jun-17 by clicking: Download
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SPE 120 - Intro to Human Services

The submission is currently awaiting for the Dean's decision.
Submitted By:
Steward, Robbie Jean on 09-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 11-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SPE 120 - Intro to Human Services
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
This is a survey course that covers disciplines within the field of human services currently housed within the SFA Department of Human Services. A change in the abbreviation from Special Education (SPE) to Human Services (HMR) would more accurately represent the content addressed. It would continue to be required in the Special Education Non-Teaching Minor and taken as an elective. It has also been noted as a required course in the proposed BS Human Services degree.

Course Title:

Current Short Course Title:
SPE 120 Intro to Human Services
Modified Short Course Title:
HSR 120 Intro to Human Services
Modified Long Course Title:
HSR 120 Introduction to Human Services

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
Introduction to Human Services - An introductory course providing an overview of the following programs: deaf and hard of hearing, communication disorders, rehabilitation services, orientation and mobility, visual impairment, and special education.

Enter modified course description exactly as it will appear in the general/graduation bulletin:
Introduction to Human Services - An introductory course providing an overview of the following programs: deaf and hard of hearing, communication disorders, rehabilitation services, orientation and mobility, visual impairment, special education, counseling, and school psychology.

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
The course is required in the Special Education Non-Teaching Minor and the proposed BS Human Services Major. It may also be taken as an elective.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
There are no other courses on the SFA campus that provides an overview of the Human Services-related majors housed within the Department of Human Services.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
1. Use foundational knowledge of the field and professional ethical principles and practice to inform special education practice and human services practice, to engage in lifelong learning, and to advance the profession. 2. Understand and relate to roles and responsibilities that special education teachers, related-service providers, community members, counselors, rehabilitation specialists, social workers, speech therapists, orientation & mobility specialists, and parents have in providing culturally responsive ways to address the needs of individuals with exceptionalities/disabilities have across a range of learning and life experiences. 3. Select, adapt, and use a repertoire of evidence-based special education or human service interventions and planning strategies to support/teach/plan for...
individuals with exceptionalities/disabilities. 4. Study and evaluate human service intervention programs for individuals living in poverty, those living homeless, and for those living within the social welfare system. 5. Learn the characteristics of interviewing skills, case management, group facilitation, and program planning for individuals with exceptionalities. 6. Understand principles of the field of human services to be able to create safe, inclusive, culturally responsive learning/living environments for individuals with exceptionalities and/or diversity so that they become active effective learners/community members developing emotional wellbeing, positive social interactions, and self-determination skills. 7. Understand the professional helping relationship in the context of attitudes, values, skills, knowledge, law, and ethical dilemmas regarding professional practice in the field of special education and human services work. 8. Discuss cultural issues for individuals from diverse backgrounds with/without exceptionalities within the social context of the field of human services and its supports disciplines.

Any Other Information:

**Course Syllabus:**

Download the attached syllabus submitted on **09-Oct-17** by clicking: Download
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SPE 552 - Working w/ Persons w/ VI

The submission is currently awaiting for the Dean's decision.
Submitted By:
Munro, Michael P. on 16-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 18-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SPE 552 - Working w/ Persons w/ VI
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
This request is intended to simply change the title to vernacular that is accepted in the field of visual impairment and to avoid language that is considered pejorative.

Course Title:

Current Short Course Title:
Visual & Multiple Imp
Modified Short Course Title:
Multiple Dis & Visual Imp
Modified Long Course Title:
Instructional Strategies for Individuals with Multiple Disabilities and Visual Impairments

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
No change
How does the modified course differ from similar courses being offered at Stephen F. Austin?
No change of offerings
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
This course is designed to provide the student with knowledge and skills needed to work with persons who have multiple disabilities in addition to visual impairments. Topics include disabilities other than visual impairment, specific strategies for assessing and planning instruction in the area of Orientation & Mobility for persons with multiple disabilities, and working with families. Program Learning Outcomes: The following is a list of desired Program Learning Outcomes (PLOs) in which data will be collected for TracDat throughout the program. An asterisk denotes that PLO will be addressed during SPE 552. Program Outcome #1 O&M Skill and Strategy Acquisition and Demonstration Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation and mobility, and orientation and mobility skills and techniques as defined by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP). Program Outcome #2 – Assessment* Candidates will demonstrate knowledge and understanding of assessments necessary for implementing and addressing specific student needs in regards to specific environments and the presence of multiple disabilities. Program Outcome #3 – Program Planning Candidate will demonstrate the knowledge, understanding of strategies and methods used to analyze, interpret, and utilize O&M assessment information for selecting, designing and implementing O&M programs consistent with individual needs. Program Outcome #4 – Professional Practice Candidate will demonstrate knowledge and understanding of practices related to Orientation and Mobility including: observational techniques, design and implementation of assessment, and instructional programs and professionalism. Program Outcome #5 – Understand the Individual The candidate will demonstrate the knowledge and understanding of strategies and methods used to conduct individualized assessments, program development, and to select, design, and implement O&M instruction that is responsive to individual needs, age appropriate, respects multi-cultural differences, and provides appropriate follow-up. Program #6 – Understanding the Profession Candidates will demonstrate understanding of the role, responsibilities, and ethical standards associated with becoming a Certified Orientation and Mobility Specialist. PLO #2 will be the main focus of this course. General topics in other PLOs will be addressed and discussed during class time and observation of instruction. Student Learning Outcomes: SLO

https://oraappsprod.sfasu.edu:9016/CourseProposal/modify/showHistory/82783

2/3
TracDat ASSESSMENT PLAN Method of Assessment # 2 – MIVI Assessment (ACVREP Domains 2, 4, 6, 8, 10, 12; AER Standard I, II, IV, V, VI, VII, XII, XIII) 2.2 Candidate will demonstrate the knowledge and understanding of the effects of additional impairments on orientation and mobility as identified through the evaluation process. Candidate will submit an O&M Evaluation that demonstrates proficiency in writing an evaluation report that describes specific tasks, conditions, and responses and recommendations based on the interpretation of these evaluations.

Any Other Information:

**Course Syllabus:**

Download the attached syllabus submitted on 13-Oct-16 by clicking: Download
Download the attached syllabus submitted on 25-Sep-17 by clicking: Download
Download the attached syllabus submitted on 16-Oct-17 by clicking: Download

https://oraappsprod.sfasu.edu:9016/CourseProposal/modify/showHistory/82783
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals
- Welcome: hendricks
  - Logout

Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SPE 555 - Practicum Diagn Evaluation

The submission is currently awaiting for the Dean's decision.
Submitted By:
Mask, Paige R. on 18-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 18-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SPE 555 - Practicum Diagn Evaluation
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
At this time, SPE 555 Practicum in Diagnostic Evaluation is listed as 3 to 6 hours of credit. Practicum Part 1 and 2 are only differentiated between fall and spring offerings by a section number (001, 002 fall or 003, 004 spring). There is a need to provide 2 different course numbers for part 1 and 2 of the practicum. An add course proposal has been submitted for SPE 554 Practicum in Professional and Ethical Practice and this would add 3 credit hours to the M.Ed in Special Education (Educational Diagnostician) degree plan. SPE 554 would be considered part 1 of the practicum and offered each fall. SPE 555 Practicum in Diagnostician Evaluation would be reduced to 3 credit hours and be considered part 2 of the practicum and offered each spring semester.

Credit Hours:

Modified Credit Hours Max:
3
Modified Credit Hours Minimum:
3
Maximum Hours Counted Toward Degree:
3

Repeat Status:

May this course be taken more than one time each semester?
No

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
SPE 555 is a required course for the M.Ed. in Special Education (educational diagnostician) degree plan and considered part 2 of the practicum.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This proposed course offering is similar to the practicum course offerings in Elementary Education where part 1 of the practicum is designated as RDG 532: Practicum in Professional Learning and part 2 is designated as RDG 534: Practicum in Corrective Reading.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Student Learning Outcomes: 1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, and (D) recommendations. CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3 Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal
assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies. 2. The student will discern legal and ethical issues encountered in the field of special education. TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.) 3. The student will recognize issues related to conducting evaluations, writing Full and Individual Evaluations, and special education eligibility. TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations.) At the completion of this course, students will be able to: 1. Demonstrate competence in assessment interpretation and report writing. 2. Demonstrate the ability to present in written and oral formats objective and interpretive assessment. 3. Analyze assessment data for student academic strengths and weaknesses. 4. Demonstrate orally and/or in written formats knowledge of federal regulations and ethical concerns in education. 5. In a school setting, demonstrate and understanding of socially, culturally, and linguistically different students. 6. In a school setting, apply knowledge of federal and state regulations for education. 7. In a school setting, apply knowledge of school district procedures for special education determination and eligibility. SLO Items 1-6 (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

Any Other Information:

**Course Syllabus:**

Download the attached syllabus submitted on 22-Sep-17 by clicking: [Download](#)

Download the attached syllabus submitted on 18-Oct-17 by clicking: [Download](#)
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SPH 470 - Language for the Deaf

The submission is currently awaiting for the Dean's decision.
Submitted By: Kennon, Jennifer Lindsey on 16-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 16-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SPH 470 - Language for the Deaf
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
Our program is requesting two concentrations for our DHH majors: elementary concentration; secondary concentration. As part of this change, we are combining and modifying content in order to make room for new courses. This course modification seeks to more accurately describe the content being taught in SPH 470 to that end.

Course Title:

Current Short Course Title:
Language for the Deaf
Modified Short Course Title:
Language and Literacy for the Deaf

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
Enter modified course description exactly as it will appear in the general/graduation bulletin:
SPH 470 is a comparison of language development for hearing and deaf/hard of hearing children, with an emphasis on the unique characteristics of language development for deaf and hard-of-hearing individuals, and a focus on educational implications and applications. In addition, this course addresses instructional issues related to teaching and learning reading and writing for deaf and hard-of-hearing students. Prerequisites: SPH 172, 274

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
This course is a required course for DHH majors, taken in Junior I. This course is also a requirement for DHH minors, educational interpreting minors, and the rehab-deaf studies concentration.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
There is no other course with this content being taught at the university. The content is specific to DHH majors.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Syllabus is attached.
Any Other Information:

Course Syllabus:

Download the attached syllabus submitted on 16-Oct-17 by clicking: Download
Course Proposal: Modification

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SPH 476 - Literacy Development for Deaf

The submission is currently awaiting for the Dean's decision.
Submitted By: Kennon, Jennifer Lindsey on 16-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 16-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:

Modifications:
Primary information:

Please select which course you wish to modify:
SPH 476 - Literacy Development for Deaf
Effective in Fall for the Year:
Fall 2018
Reason to Modification Request:
Our DHH program is requesting the addition of two concentrations: elementary concentration; secondary concentration. In order to adapt the current degree plan to meet the needs of these concentrations while remaining within the hours limit given, we are modifying some of our coursework and moving some content to other courses. The modification of the course prefix and description for SPH 476 will more accurately reflect the content being covered in this course.

Course Title:

Current Short Course Title:
Literacy Development for the Deaf
Modified Short Course Title:
Assessment and Accountability in DHH Settings
Modified Long Course Title:
Assessment and Accountability in DHH Settings

Course Description:

Enter course description exactly as it currently appears in the general/graduation bulletin:
Enhances literacy development by using Whole Language Approach, Basal, Key Word, Sight Word. Course includes factors influencing literacy environment, Whole Language terms, beginning literacy for deaf/hard-of-hearing children, literacy inventories, experience stories, assessing literacy skills (concerns, comparisons, development), selecting and analyzing stories, miscue analysis, comparisons of literacy enhancement approaches and applications to the deaf/hard-of-hearing. Prerequisites: SPH 172, 274, 470 and DHH 350.
Enter modified course description exactly as it will appear in the general/graduation bulletin:
SPH 476 explores the assessment of language and literacy skills in individuals who are deaf and hard-of-hearing. Discussion includes current research regarding the assessment of emergent literacy skills, as well as the writing, implementation, and documentation of ARD/IEP paperwork specific to deaf and hard-of-hearing students. Review of relevant law and policy, as well as the interpretation and implantation of law and policy is included in this course. Assessments specific to deaf and hard-of-hearing students will be overviewed, and simulation of IEP meetings will be conducted. Prerequisites: SPH 470

Other Information:

Describe the placement of the modified course within your current curriculum. Will it be elective or required? Part of a major or a minor?
This is a required course for DHH majors, Junior II. This is a required course for DHH minors and the rehab-deaf studies concentration.
How does the modified course differ from similar courses being offered at Stephen F. Austin?
This course has specific DHH content. No other course in the university teaches this content.
Syllabus: Course Learning Goals List course objectives; describe what students who complete the course will know or be able to do:
Syllabus is attached.
Any Other Information:
None
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals
- Welcome: hendricksl
  - Logout

Course Proposal: Add

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DHH 111 - Deaf Culture

The submission is currently awaiting for the Dean's decision.
Submitted By:
Kennon, Jennifer Lindsey on 31-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 31-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:
Add Content:

Course Subject:
DHH
Course Number:
111
Course Extension:
Term Code:
Fall 2018
CIP Code(Do not include decimals):
1310030004
Short Course Title:
Deaf Culture
Long Course Title:
Deaf Culture
Prerequisites:
None
Instruction Type:
Lecture
Credit Hours Max:
3
Credit Hours Min:
3
Credit Hours Max Degree(Repeat):
3
Max Contact Hours Each Week Fall Semester:
3
May this course be taken more than one time each semester?
No
Grade Type:
Standard: A-F
Will this course require additional library resources?
No
If YES, please explain:
Does this course replace a course on the current/previously listed inventory?
Yes
If YES list the prefix and number:
SPH 414

What is the primary reason you are proposing this course? Describe the need this new course will fill or the problem it is designed to solve.

A course prefix and number change is desired for this course in order to apply for the course to be included in the university core curriculum. In order to be considered, the course must move from a 400-level course to a 100-level course. The prefix change to DHH will be consistent with the prefixes for other courses in the program.

Describe the placement of the proposed course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)

This will be required for our majors (Deaf and Hard of Hearing, for minors (Deaf and Hard of Hearing; Educational Interpreting) and required for Rehab concentration (Deaf Studies). For the Deaf and Hard of Hearing majors, this course will either be in the "major" course requirements or in the "core", depending on whether or not this course is accepted into the core curriculum. If approved for the core curriculum for the
university, this course would be open to all students in the university as part of a core course requirement or elective.
How does the proposed course differ from similar courses being offered at Stephen F. Austin?
There is no other course with this content currently offered at the university.
Any Other Information.
None

Course Syllabus:

Download the attached syllabus submitted on 31-Oct-17 by clicking: Download
Download the attached syllabus submitted on 16-Oct-17 by clicking: Download
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals

- Welcome: hendricks1
  - Logout

Course Proposal: Add

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DHH 301 - Teaching Science in the DHH Classroom

The submission is currently awaiting for the Dean's decision.
Submitted By:
Kennon, Jennifer Lindsey on 16-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 16-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:
Add Content:

Course Subject:
DHH
Course Number:
301
Course Extension:
Term Code:
Fall 2018
CIP Code(Do not include decimals):
1310030004
Short Course Title:
Teaching Science in the DHH Classroom
Long Course Title:
Teaching Science in the Elementary DHH Classroom
Prerequisites:
SPH 274
Instruction Type:
Lecture
Credit Hours Max:
3
Credit Hours Min:
3
Credit Hours Max Degree(Repeat):
3
Max Contact Hours Each Week Fall Semester:
3
May this course be taken more than one time each semester?
No
Grade Type:
Standard: A-F
Will this course require additional library resources?
No
If YES, please explain:
Does this course replace a course on the current/Previously listed inventory?
No
If YES list the prefix and number:
What is the primary reason you are proposing this course? Describe the need this new course will fill or the problem it is designed to solve.
This course supports the new Elementary Concentration we are proposing for our program. In order to fully prepare our students to be highly qualified to teach across curricular areas and be dually certified in Deaf and Hard of Hearing and EC-6, this new course is imperative.
Describe the placement of the proposed course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)
This is a required course for our DHH majors and will occur in the Summer I session between the Sophomore II and Junior I semesters.
How does the proposed course differ from similar courses being offered at Stephen F. Austin?
There is no other elementary science course that offers sign language related to content, as well as the connection to students who are deaf and hard of hearing.
Any Other Information.
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals

- Welcome: hendricks
  - Logout

Course Proposal: Add

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DHH 302 - Teaching Social Studies for DHH

The submission is currently awaiting for the Dean's decision.
Submitted By:
Kennon, Jennifer Lindsey on 16-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 16-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:
Add Content:

Course Subject:
DHH
Course Number:
302
Course Extension:
Term Code:
Fall 2018
CIP Code (Do not include decimals):
1310030004
Short Course Title:
Teaching Social Studies for DHH
Long Course Title:
Teaching Social Studies in the Elementary DHH Classroom
Prerequisites:
SPH 274
Instruction Type:
Lecture
Credit Hours Max:
3
Credit Hours Min:
3
Credit Hours Max Degree (Repeat):
3
Max Contact Hours Each Week Fall Semester:
3
May this course be taken more than one time each semester?
No
Grade Type:
Standard: A-F
Will this course require additional library resources?
No
If YES, please explain:
Does this course replace a course on the current/previous list of inventory?
No
If YES list the prefix and number:
What is the primary reason you are proposing this course? Describe the need this new course will fill or the problem it is designed to solve.
This course supports the new Elementary Concentration we are proposing for our program. In order to fully prepare our students to be highly qualified to teach across curricular areas and be dually certified in Deaf and Hard of Hearing and EC-6, this new course is imperative.
Describe the placement of the proposed course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)
This is a required course for our DHH majors and will occur in the Summer I session between the Sophomore II and Junior I semesters.
How does the proposed course differ from similar courses being offered at Stephen F. Austin?
There is no other elementary science course that offers sign language related to content, as well as the connection to students who are deaf and hard of hearing.
Any Other Information.
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals
- Welcome: hendricks
  - Logout

Course Proposal: Add

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for DHH 303 - Teaching Math for DHH

The submission is currently awaiting for the Dean's decision.
Submitted By:
Kennon, Jennifer Lindsey on 31-Oct-17
Chair's Info:
Approved by Steward, Robbie Jean on 31-Oct-17
Dean's Info:
Committee's Info:
Available Outputs:
Add Content:

Course Subject:
DHH
Course Number:
303
Course Extension:
Term Code:
Fall 2018
CIP Code (Do not include decimals):
1310030004
Short Course Title:
Teaching Math for DHH
Long Course Title:
Teaching Mathematics in the Elementary DHH Classroom
Prerequisites:
SPH 274
Instruction Type:
Lecture
Credit Hours Max:
3
Credit Hours Min:
3
Credit Hours Max Repeat:
3
Max Contact Hours Each Week Fall Semester:
3
May this course be taken more than one time each semester?
No
Grade Type:
Standard: A-F
Will this course require additional library resources?
No
If YES, please explain:
Does this course replace a course on the current/previously listed inventory?
No
If YES list the prefix and number:
What is the primary reason you are proposing this course? Describe the need this new course will fill or the problem it is designed to solve.
This course supports the new Elementary Concentration we are proposing for our program. In order to fully prepare our students to be highly qualified to teach across curricular areas and be dually certified in Deaf and Hard of Hearing and EC-6, this new course is imperative.
Describe the placement of the proposed course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)
This is a required course for our DHH majors and will occur in the Summer II session between the Sophomore II and Junior I semesters.
How does the proposed course differ from similar courses being offered at Stephen F. Austin?
There is no other elementary science course that offers sign language related to content, as well as the connection to students who are deaf and hard of hearing.
Any Other Information.
Course Proposal

- Instructions
- Add
  - New
  - Edit/Verify
  - History
- Delete
  - New
  - Edit/Verify
  - History
- Modify
  - New
  - Edit/Verify
  - History
- Approval
  - Course Add Approvals
  - Course Delete Approvals
  - Course Modify Approvals

- Welcome: hendricks1
  - Logout

Course Proposal: Add

Entry Details

- Overview
- Content

Submitted
Chair
Dean
Committee
Approved

Status for SPE 554 - Practicum in Professional and Ethical Practice

The submission is currently awaiting for the Dean's decision.

Submitted By:
Mask, Paige R. on 18-Oct-17

Chair's Info:
Approved by Steward, Robbie Jean on 18-Oct-17

Dean's Info:
Committee's Info:
Available Outputs:
Add Content:

Course Subject: SPE
Course Number: 554
Course Extension: P
Term Code: Fall 2018
CIP Code (Do not include decimals): 131001
Short Course Title: Practicum in Professional and Ethical Practice
Long Course Title: Practicum in Professional and Ethical Practice
Prerequisites: SPE 545, SPE 544
Instruction Type: Practicum
Credit Hours Max: 3
Credit Hours Min: 3
Credit Hours Max Degree (Repeat): 3
Max Contact Hours Each Week Fall Semester: 15
May this course be taken more than one time each semester?
No
Grade Type: Standard: A-F
Will this course require additional library resources?
No
If YES, please explain:
Does this course replace a course on the current/previously listed inventory?
No
If YES list the prefix and number:
What is the primary reason you are proposing this course? Describe the need this new course will fill or the problem it is designed to solve.
At this time, SPE 555 Practicum in Diagnostic Evaluation is listed as 6 hours and is only differentiated between fall and spring offerings by a section number (001, 002 fall or 003, 004 spring). The course SPE 554 Practicum in Professional and Ethical Practice would be added to the degree plan (3 credit hours) and considered part 1 of the practicum and offered each fall. SPE 555 Practicum in Diagnostician Evaluation would be reduced to 3 credit hours and be considered part 2 of the practicum and offered each spring semester. This course addition would positively impact our candidate’s transcripts should they decide to go into higher education and need 18 hours of content area expertise. Other universities may not accept two of the same course numbers (SPE 555) as 6 hours. It could appear that they took the same course twice and thus only give them 3 credits toward the 18 needed. Furthermore, there are different assignments based on accreditation standards for each semester of practicum.
Describe the placement of the proposed course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)
SPE 554 Practicum in Professional and Ethical Practice would be a required course in the student's major.
How does the proposed course differ from similar courses being offered at Stephen F. Austin?
This proposed course offering is similar to the practicum course offerings in Elementary Education where part 1 of the practicum is designated as RDG 532: Practicum in Professional Learning and part 2 is designated as RDG 534: Practicum in Corrective Reading.
Any Other Information.

**Course Syllabus:**

Download the attached syllabus submitted on **22-Sep-17** by clicking: [Download]
Download the attached syllabus submitted on **18-Oct-17** by clicking: [Download]