

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: 2/11/2021

From: Kristopher Yeager, Program Coordinator in Educational Psychology and Special Services

Through: Eduardo Arellano, Chair of the College of Education Curriculum Committee

Through: Rick Myer, Chair of Educational Psychology and Special Services

Through: Clifton Tanabe, Dean of the College of Education

To: Art Duval, Chair of the UTEP Undergraduate Council

Proposal Title: Revisions to the Undergraduate Special Education Program

The Department of Educational Psychology and Special Services (EPSS) in the College of Education proposes changes to undergraduate courses in Special Education and Educational Psychology and the Bachelor of Science in Education (BSED) PK-12 Special Education degree plan. The following changes are in response to:

1. The adoption of a new year-long student teaching/residency program focusing on enhancing the quality and readiness of teacher candidates graduating from our programs. In a residency model, teacher-candidates complete a year of student teaching at one school, under the supervision of a mentor teacher. This is opposed to an internship model, wherein student-teaching candidates complete student teaching at a different school, with a different mentor teacher each semester.
2. Significant changes to the Texas State teacher certification exams (addition of exams, deletion of exams, major changes to existing exam content)
3. The need to update course-level and program-level content based on recent research in the field.

The enclosed documents comprise a formal proposal for the revisions to the curriculum.

The following changes will better prepare students to take the new licensure assessment for Texas, the edTPA (Educative Teacher Performance Assessment), which requires a high level of practical experience that will be provided through a one-year Teacher Residency.

1. Degree Plan Changes: Remove requirement to take TED 4355: Seminar in Applied Critical Pedagogy (3 credits). Add requirement to take SPED 4393, which is renamed SPED Residency I.
2. Course Changes: Revise the titles, course descriptions, and course information (e.g., prerequisites, major restrictions, department approvals, hours) for EDPC 2300, EDPC 3300, SPED 3310, SPED 3327, SPED 3340, SPED 3345, SPED 4330, SPED 4340, SPED 4365, SPED 4393, SPED 4394, SPED 4691.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Revisions to the Undergraduate Special Education Program

College: Education Department: Educational Psychology and Special Services

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.

Rick Myer, Ph.D. _____

2/11/2021 _____

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Eduardo Arellano, Ph.D. _____

2/11/2021 _____

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Clifton Tanabe, Ph.D., J.D. _____

2/15/2021 _____

Signature

Date

Course Changes

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education

All fields below are required

Subject Prefix and number EDPC 3300

Course Title Developmental Variations

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Major Restriction	Restricted to Majors of APLE, IDST	No
Title	Developmental Variations	Intro to Youth Dev & Spec Ed
Hours	0 lab, 3 lecture, 2 other	0 lab, 3 lecture, 0 other
Course description	This covers typical development (cognitive-language, physical-motor, social-personality) from birth through young adulthood as well as variation of typical development and accommodations made within the education system to include federal, state, local, and school-based decisions in instruction, curriculum, and law. Field experience is required.	Introduction to Youth Development and Special Education. This course covers the development of children and adolescents, with emphasis on applications for educators working with students with disabilities in inclusive public school settings. Emphasizes characteristics, teaching strategies, legal requirements, and collaboration with students, families, and teachers. Specific field experience may be required.

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These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education.

All fields below are required

Subject Prefix and number SPED 3310

Course Title Sp Ed Svc/Stud/Gen/Sped Ed Set.

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Sp Ed Svc/Stud/Gen/Sped Ed Set	Intro to Inclusive Spec Ed
Hours	3 lecture, 3 lab, 0 other	3 lecture, 0 lab, 0 other
Course Description	Special Education Services in General and Special Education Settings- Special Education Services for Students in General and Special Education Settings (3-3) This course covers the definitions and characteristics of the exceptionalities; accommodations made for students within general education; and federal mandates regarding services, instruction, curriculum, and inclusion within the least restrictive environment. This course requires field- based experience hours	Introduction to Inclusive Special Education. This course covers the philosophical, historical, and legal foundations of special education, including the definitions and characteristics of disabilities as defined by the Individuals with Disabilities Education Act. Emphasizes professional roles and responsibilities, ethical requirements, inclusive practices, and strategies for collaboration between general and special educators, family members, and related service providers. This course requires at least 15 documented field-based experience hours in public-school settings.

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COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research, and best practices in the field of special education

All fields below are required

Subject Prefix and number SPED 3327

Course Title : Teaching Students w/ Mild Disably

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Major Restriction	Restricted to IDST	Restricted to APLE, IDST, & BSED
Title	Teaching Students w/ Mild Disably	Tchg Students with Hi Inc Dis
Course Description	SPED 3327: Teaching Students with Mild Disabilities- This course focuses on the cognitive and social-emotional characteristics common to students with learning and behavior difficulties, and the exploration of factors that influence the performance of these students in various settings. Includes definitions, characteristics, and interventions for this population. Prerequisite: Admission to Teacher Education.	Teaching Students with High Incidence Disabilities. This course focuses on high leverage practices for effective instruction for students with high incidence disabilities, including strategies and interventions related to academic, behavioral, executive function, and social emotional skills. Addresses techniques for planning, assessment, and instruction responsive to students' strengths and needs. Specific field-based experience may be required.

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research, and best practices in the field of special education

All fields below are required

Subject Prefix and number SPED 3340

Course Title Stud't/Sever & Prof'd Disabil

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Major Restriction	Restricted to IDST	Restricted to IDST, APLE, BSED
Title	Stud't/Sever & Prof'd Disabil	Tchg Students with Lo Inc Dis
Course Description	Students with Severe and Profound Disabilities (3-0) Focuses on characteristics, history, and educational implications for students with severe or profound disabilities. Includes various models of integration, transition, and community based instruction. Specific field experience is required. Prerequisite: Admission to Teacher Education.	Teaching Students with Low Incidence Disabilities. This course focuses on high leverage practices for effective instruction for students with low incidence disabilities, including strategies and interventions related to academic, behavioral, functional, and self-determination skills. Addresses techniques for planning, assessment, and instruction responsive to students' strengths and needs. Specific field-based experience may be required.

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education.

All fields below are required

Subject Prefix and number SPED 3345

Course Title Lang Read for Special Learners

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Major Restriction	No	Restricted to IDST, APLE, BSED
Title	Lang Read for Special Learners	Literacy Instruction for SWDs
Course Description	SPED 3345: Language and Reading Instruction for Special Learners- Designed to provide special education teachers with an understanding of concepts and procedures for encouraging language development, and for teaching reading and other major content areas to students with disabilities. Specific field experience is required. Prerequisite: Admission to Teacher Education.	Literacy Instruction for Students with Disabilities. This course focuses on evidence-based instructional practices for students in need of intensive literacy interventions. Emphasizes the essential components of the science of teaching reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing. Specific field experience may be required.

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COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education

All fields below are required

Subject Prefix and number SPED 4330

Course Title :Diagnosis and Placement

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Departmental Approval	Yes	No
Major	Restricted to majors of IDST	Restricted to IDST, APLE, BSED
Title	Diagnosis and Placement	Asmt for Ind Instr for SWDs
Course Description	SPED 4330: Diagnosis and Placement - Designed to provide special education teachers with an understanding of concepts and procedures for encouraging language development, and for teaching reading and other major content areas to students with disabilities. Specific field experience is required. Prerequisite: Admission to Teacher Education.	Assessment for Individualized Instruction for Students with Disabilities. This course focuses on the foundations of formal and informal assessment techniques for students in need of intensive interventions within a multi-tiered systems of support (MTSS) framework. Emphasizes data-based decision making, response to intervention (RTI), and the development of specialized instruction for individualized education programs (IEPs). Specific field experience may be required

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COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education.

All fields below are required

Subject Prefix and number SPED 4340

Course Title Trans ED for Learners/Sp Needs

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Major Restriction	No	Restricted to IDST, APLE, BSED
Title	Trans ED for Learners/Sp Needs	Transition Prog for SWDs
Course Description	SPED 4340: Transitional Education for Learners with Special Needs Transitional Education for Learners with Special Needs (3-0) This course focuses on terms and concepts of transition educational programs for individuals with disabilities. Will emphasize training for inclusion in communities including vocational, domestic/self-care, and leisure/recreational skills.	Transition Programming for Students with Disabilities. This course focuses on the legal requirements and evidence-based practices related to preparing individuals with disabilities for the transition from youth to adulthood. Emphasizes person-centered planning, strengths-based and culturally responsive practices, and programming for inclusive postsecondary education, employment, and community settings. Specific field experience may be required.
Title		
Hours		
Course Description		

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education

All fields below are required

Subject Prefix and number SPED 4365

Course Title :Organization & Mgmt/Special ED

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite		
Major Restriction	Restricted to IDST	Restricted to IDST, APLE, BSED
Title	Organization & Mgmt/Special ED	Positive Beh Sup for SWDs
Course Description	SPED 4365:Organization and Management in Special Education- Includes general principles in the organization of all types and levels of special education and inclusive classrooms as well as theories regarding the behavioral and social needs of students in those classrooms. Specific field experience is required. Senior standing suggested. Prerequisites: Admission to Teacher Education	Positive Behavior Support for Students with Disabilities. This course focuses on positive behavior supports, social skills instruction, and classroom management strategies for students with disabilities or students at risk for developing emotional and/or behavioral challenges. Addresses functional behavior assessments (FBA), behavior intervention plans (BIP), and culturally responsive classroom practices. Specific field experience may be required.

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education

All fields below are required

Subject Prefix and number SPED 4393

Course Title Intern in Spec Ed I

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Minor Restriction	No	Restricted to ALED
Title	Intern in Spec Ed	Spec Ed Residency I
Hours	3 lecture, 0 lab, 30 other	0 lecture, 0 lab, 3 other
Course Description	Internship in Special Education I (3-0-30) As part of the internship, students enroll in Block I of the field-based program. They are assigned to either an elementary (EC-4), middle school (4-8) or high school program for students with disabilities and scheduled all morning or all afternoon throughout the semester. Interns divide their time between fieldwork and university classes.	Special Education Student Teaching Residency I. This course will provide coaching, mentoring, and support during the Residency I experience. Pre-service teachers are assigned to a primary or secondary special educator where they complete student teaching throughout the semester. The instructor will complete formal and informal observations and engage pre-service teachers in video reflection and pre-and post-observation meetings. Restricted to students accepted into the Educator Preparation Program (EPP)

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necitated to relfect current trends, research and best practices in the field of special education.

All fields below are required

Subject Prefix and number SPED 4394

Course Title Intern in Spec Ed II

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	SPED 4393 w/ C or better	No
Minor restriction	No	Restricted to ALED
Title	Intern in Spec Ed II	Internship in Spec Ed
Hours	3 lecture, 0 lab, 30 other	0 lecture, 0 lab, 3 other
Course Description	Internship in Special Education II (3-0-30) As part of the internship, students enroll in Block II of the field-based program. They are assigned to either an elementary (EC-4), middle school (4-8) or high school program for students with disabilities and scheduled all morning or all afternoon throughout the semester. Interns divide their time between fieldwork and university classes	Internship in Special Education. Students enroll in the field-based program and participate as members of a special education instructional team at a public school. In addition to classroom teaching duties, interns are enrolled in university classes that help them apply their theoretical understandings to actual practice. Interns demonstrate that they can synthesize the knowledge, values, and experiences of earlier semesters in developing an effective professional style.

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Educational Psychology and Special Services

Rationale for changing the course:

Course title and description changes are necessitated to reflect current trends, research and best practices in the field of special education

All fields below are required

Subject Prefix and number SPED 4691

Course Title : Student Teaching in Spec. Ed

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	RED 3340 w/ C or better	Satisfactory in SPED 4393
Minor restriction	No	Restricted to ALED
Title	Student Teaching in Spec. Ed	Spec Ed Residency II
Course Description	SPED 4691. Student Teaching in Special Education. Students seeking a Special Education certification in the teacher preparation program enroll in for required student teaching, which is the culmination of the program. Student teachers will spend half of their student teaching experience at the primary level and half at the secondary level . Fieldwork consists of assisting in student-centered classroom instruction for a minimum of fifteen consecutive weeks for the entire school day. Successfully passing the state Content area and the Pedagogy & Professional Responsibilities (PPR) exams is a prerequisite.	Special Education Student Teaching Residency II. This course will provide coaching, mentoring, and support during the Residency II experience. Pre-service teachers are assigned to a primary or secondary special educator where they will complete student teaching throughout the semester. The instructor will complete formal and informal observations and engage pre-service teachers in video reflection and pre-and post-observation meetings. Restricted to students accepted into the Educator Preparation Program (EPP). Restricted to students who have received a satisfactory grade in Residency I.

These changes will be reflected in Banner, Goldmine, and the catalog

Catalog Changes

BS in Education

PK-12 Special Education

Required Credits: 120

Code	Title	Hours
Pathway to Success		
- Complete and pass the THEA or TSI within the first two semesters.		
- Plan on taking at least 15 SCH in Fall/Spring semesters and 3 to 6 SCH during Summer terms.		
- Aim for a 3.0 GPA or higher; maintain a minimum 2.75 cumulative GPA.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a grade of C or better)		
The following courses fulfill University Core and program requirements:		
ANTH 1310	Cultural Geography	3
or GEOG 1310	Cultural Geography	
or SOC 1310	Cultural Geography	
COMM 1301	Public Speaking	3
GEOL 1112 & GEOL 1212	Laboratory for Geology 1212 and Principles of Earth Science	3
GEOL 1211 & GEOL 1111	Principles of Earth Sciences and Principles of Earth Sci - Lab	3
HIST 2302	World History Since 1500	3

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Code	Title	Hours
STAT 1380	Statistical Literacy	3
UNIV 1301	Seminar/Critical Inquiry	3

Pathways to Success

- Complete and pass the Qualifying Content Exam as soon as possible.

Supplementary Coursework

MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
MATH 3305 or MATH 3308	Proportion and Algebra Proportn & Algebrc Reasong I	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
Select one from the following:		3
ANTH 1302	Intro-Cultural Anthropology	
CHIC 3301	La Chicana	
CHIC 3311	Chicano Studies: Societal Issu	
CHIC 3339	Cultural Diversity & Youth: US	

Pathways for Success

- Apply to the Educator Preparation Program (EPP) one full semester before you plan to enroll in EPP Coursework. Check the Center for Student Success (CSS) website for admission requirements.

- Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.

Code	Title	Hours
Pre-Service Teaching Coursework		
Required Courses:		
BED 4340	Principles of Bilingual/ESL Ed	3
EDPC 2300	Dev in Young Child & Youth Intro to Child & Ad Devel	3
ELED 4309 or MSED 4309	Teach Social Studies Elem Clas Soc Stud Ed/Intermed/Middle Gr	3
RED 3315	Foundations of Lit and Learn	3
RED 4341	Teach, Learn and Assess of Lit	3
SPED 3327	Tehing Students w/Mild Disabily Tchg Students With Hi Inc Dis	3
SPED 3340	Stud't/Sever & Prof'd Disabil Tchg Students With Lo Inc Dis	3
SPED 3345	Lang Read for Special Learners Literacy Instruction For SWDs	3
SPED 4330	Diagnosis and Placement Asmt for Ind Instr For SWDs	3
SPED 4340	Trans ED for Learners/Sp Needs Transition Prog For SWDs	3

Code	Title	Hours
SPED 4365	Organization & Mgmt/Special ED Positive Beh Sup For SWDs	3
TED 4355 SPED 4393	Seminar in Appl Crit Pedagogy Spec Ed Residency I	3

Pathways to Success

- To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.

- Apply for Student Teaching one full semester before the planned Student Teaching semester.

- The final semester should be reserved for only Student Teaching.

Educator Preparation Program (EPP) Coursework

Residency I

Required Courses:

BED 4343	Teaching Academic English	3
or LING 3308	Teach Engl Spkrs of Other Lang	
BED 4345	Biliteracy Dev and Assessment	3
or ECED 4335	Lang & Lit in the Early Years	
ELED 4310	Teaching Math in Elem Class	3
or MSED 4310	Teaching Math/Intermed/Mdle Gr	
ELED 4311	Teaching Sci in Element Class	3
or MSED 4311	Teaching Sci/Intermed/Midle Gr	

Code	Title	Hours
SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set Intro to Inclusive Spec Ed	3
Residency II		
EDT 4300	Educational Technology	3
SPED 4691	Student Teaching in Spee Ed Spec Ed Residency II	6
Total Hours		120

Course List