Submitted by: Norah Hooper            Date Prepared:  11-1-13

Department/Discipline and Course Number:  COE FLSP  EDSE 512

Course Title: General and Special Education Goals and Practices: Middle and Secondary

Type of change (check all applicable):
Course Number* _____ Title _____ Credits_____ Description _____ Prerequisites __X__ Deletion_____  
*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Effective Date: FALL Semester, Year ___Fall, 2014____________________________

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<thead>
<tr>
<th>Current Catalog Entry</th>
<th>Proposed Catalog Entry</th>
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<tr>
<td><strong>EDSE 512 General and Special Education goals and Practices: Middle and Secondary (3).</strong> Prerequisite or corequisite: EDSE 531. This course focuses on the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of course materials, and evaluation of pupil performance in for middle and secondary school classrooms. Emphasis is placed on the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom and to create classroom climates and classroom management systems that support learning. Field experience required.</td>
<td><strong>EDSE 512 General and Special Education goals and Practices: Middle and Secondary (3).</strong> Prerequisite or corequisite: EDSE 531 or EDSE 390. This course focuses on the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of course materials, and evaluation of pupil performance in for middle and secondary school classrooms. Emphasis is placed on the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom and to create classroom climates and classroom management systems that support learning. Field experience required.</td>
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**JUSTIFICATION** (including impact on majors, minors, concentrations, and general education courses within the University curriculum; attach additional pages if required)

Students in the five year special education pathway take EDSE 390 as undergraduates. It addresses the same introductory special education competencies as EDSE 531. (EDSE 390 is currently listed as EDUC 390, but the change to EDSE 390 has been approved for Fall 2014.)

**TRANSITION PLAN** (describe how will students who are in Catalogs where the course is required for a major be accommodated; attach additional pages if required)

None needed.

**Approvals**

Department Chair_______ Beverly Eggs ___________ Date: ___11/22/2013_______

College Curriculum Chair_______ Beverly Eggs ___________ Date: ___12/5/2013_______

Expedited course changes are posted for a 10-class day comment period. If no comments are raised during that time, the proposal becomes final. All expedited proposals approved in this way will be noted on the UCC web site. If comments are raised, the proposal may be reviewed by the UCC and then approved or it may be returned to the CCC for additional deliberation (as required).

Expedited Course Change Cover Sheet (July 2013)