

**ACADEMIC SENATE PROPOSAL TRACKING SHEET**  
**(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)**

**Proposal # 15-6**

**Title: Education and Psychology of Exceptional Children**

(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

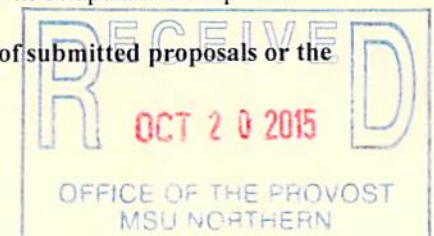
**All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.**

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website.
7. The Chancellor approves or disapproves the proposal.
8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process is also available on the web page:  
<http://www.msun.edu/admin/provost/forms.htm>

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



See back for tracking form



	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved						
Received by Senate Secretary	10/02/15	Tracking form initiated	Lourdes Caven	10-02-15		Senate	10/05/15	
General Education Committee (if applicable)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Curriculum Committee (if applicable)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Academic Senate	10/05/15	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Louise Gilbert	10/13/15		Provost	10-14-15	
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	William J. Rugg			Chnr	Jan 22 2016	
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Gregory D. Vogel	3-17-2016				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

**NOTE:** The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

**\*Abstract and pre-approval required for new programs ONLY.**

Academic Senate Form 1 (Revised 3/21/2012)

# CEASN PROPOSAL TRACKING SHEET

## (Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 12	Title: Education and Psychology of Exceptional Children
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Date

Received by CEASN Administrative Assistant


9.22.15

Forwarded to CEASN College Meeting

9.29.15

Approved

Disapproved

  
 Chair 9/30/15  
 Signature Date

Returned to CEASN Administrative Assistant

9.29.15

Forwarded to Dean for Signatures

9.30.15

  
 Dean 10-1-15  
 Signature

Returned to CEASN Administrative Assistant

10.1.15

Forwarded to Professional Education Unit

10.1.15

Approved

Disapproved

  
 Signature 10-1-15  
 Date

Returned to CEASN Administrative Assistant

10-2-15 CB

Forwarded to ACAD Senate

10.2.15



## COURSE REVISION FORM

NEW \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY x \_\_\_\_\_

College COEASN Program Area Education Date 8-21-15

Submitter Jared Smily Dean Carol A. Ruffner Date 10-1-15  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

Requiring admission to MSU-N teacher education candidates opportunities for a field practicum (where the professor can also aid and supervise their placement), and they will have had the background check to allow access to the public schools.

Please provide the following information:

**College:** COEASN

**Program Area:** Education

**Date:** 8-21-15

**Course Prefix & No.:** EDSP 304

**Course Title:** Education and Psychology of Exceptional Children

**Credits:** 3

**Required by:** Elementary Education

**Selective in:**

**Elective in:**

**General Education:**

**Lecture:** 100%

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture:** 3 hours per week

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):** In this course candidates will examine the various categories of exceptionality (gifted, cognitively delayed, Learning Disabled, visual/hearing/health impaired, physically disabled, and emotionally disturbed) by analyzing each category utilizing the following format: history, definition, prevalence, causes, characteristic, assessments, interventions, curriculum implications, mainstreaming, and future considerations. Complementary to the in-class teaching and learning, candidates will participate in a 20-hour field practicum experience to aid in their theory-into-practice curriculum studies. If this class is taken at the 500 level, it is a graduate course and expectations for candidate performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**Proposed or New Catalog Description (include all prerequisites):**

In this course candidates will examine the various categories of exceptionality (gifted, cognitively delayed, Learning Disabled, visual/hearing/health impaired, physically disabled, and emotionally disturbed) by analyzing each category utilizing the following format: history, definition, prevalence, causes, characteristic, assessments, interventions, curriculum implications, mainstreaming, and future considerations. Complementary to the in-class teaching and learning, candidates will participate in a 20-hour field practicum experience to aid in their theory-into-practice curriculum studies. Prerequisite: Level I admission to Teacher Education.

**Course Outcome Objectives:** 1. Candidates will demonstrate the roles of NCLB and the various federal mandates for exceptionalities as well as the differences of Learning Disabled ADHD students. 2. Candidates will read, study, and then reflect upon the differentiations of students with Emotional and Behavioral Disorders, Autism, as well as Cognitive and Pervasive Disorders. 3. Candidates will read, study, and then reflect upon select concepts relating to Visual Impairments, Hearing Loss, Physical Disabilities, Health Impairments, and Traumatic Brain Injury, and then introduces candidates to select concepts relating to Gifted and Talented students. 4. Candidates will write a reflective essay, with input from a practicing teacher of Special Education, regarding three interventions they would use in their future classrooms.

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

Updated 09/29/05