

CURRICULUM PROPOSAL FORM #7  
University of Wisconsin-Whitewater

OTHER CURRICULAR ACTION

Change 480-458 (Collaboration for Effective Instruction)

DESCRIPTION OF ACTION: from undergrad only to undergrad/graduate course 480-458/658

SPONSOR(S): Dr. Ann Riall

DEPARTMENT(S): Special Education

COLLEGE(S): Education

EFFECTIVE TERM: Summer 1998

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ATTACH THE PROPOSAL

The course content requirements remain the same as initially submitted with the exception of the identified graduate student requirements as follows:

Locate a school. Observe the school's culture in terms of inclusive schooling and collaboration. Review the professional literature as related to the same two areas. Report on the status of the school's culture and make recommendations for how the school can move forward towards inclusive practices.

OR

Describe a real or hypothetical school situation/culture to serve as a starting point. Outline a one-year staff development action plan, using the professional literature on inclusive schooling, adult learning, staff development, and the change process.

480-458 COLLABORATION FOR EFFECTIVE INSTRUCTION

Fall 1997

Wednesday 1:10-3:40

Instructors:

Deborah Hall, M.S.  
Roseman 2019  
halld@uwwvax.uww.edu  
Class in Winther 3010

Diane E. Ormsby, Ed.D.  
Winther 3049; 472-4831  
ormsbyd@uwwvax.uww.edu  
Class in Winther 3011

COURSE DESCRIPTION

This course provides teachers with basic general knowledge concerning federal and state law regarding implementation of special education programs, school and classroom organizational patterns, teacher-student interactions, curricular planning and implementation. IEP requirements and implementation, and working as a member of a school team. It is divided into six modules:

1. Public Education and Diversity: History, Issues, Trends
2. Federal and State Laws: Children with Disabilities
3. Writing Individualized Education Programs (IEPs)
4. Collaboration and Cooperative Teaching
5. Curricular Planning and Accommodations
6. Evaluation Practices

GENERAL COURSE OBJECTIVES:

1. To identify one's responsibilities as a professional educator in schools where inclusive practices are valued.
2. To read and apply federal and state rules and regulations re: services to students with exceptional education needs.
3. To develop skills (planning, presenting, processing, problem solving) as a member of an instructional team.

SPECIFIC COMPETENCIES:

1. Describe history of educational legislation and litigation and current ways of serving children with exceptional educational needs.
2. Identify the procedural requirements for screening, referral, M-team, IEP and placement including key concepts, and the roles, rights, and responsibilities of all involved.
3. Identify and describe main components of the IEP document and the product and process aspects of the mandate.
4. Formulate a profile of a school where inclusive practices are valued.
5. Describe the rationale, components and major characteristics of collaboration and its structures.
6. Plan for and carry out cooperative teaching arrangements in a general education classroom.
7. Use assessment information and curricular content to develop student-centered instruction that reflects district goals and state learner outcomes.
8. Design curricular activities to meet the needs of diverse learners.
9. Discuss alternative evaluation systems and evaluation guidelines that benefit all students and encourage learning.
10. Articulate philosophy of education statement that reflects personal beliefs and attitudes about such topics as: the role of school in society, teacher, learner, inclusive practices, collaboration, community.
11. Develop skills which enhance teamwork and conflict resolution, such as giving and receiving feedback and principled negotiation.
12. Complete a variety of self-assessment instruments related to team skills and develop personal profile of strengths and areas for improvement.

## REQUIRED COURSE READINGS:

### Textbook:

Salend, S.J. (1994). Effective mainstreaming: Creating inclusive classrooms. New York: Macmillan Publishing Company.

Federal and State Documents: Wisconsin Department of Public Instruction (DPI): Rules for Implementation of chapter 115; Bulletin No. 93.12 Least Restrictive Environment and Inclusion for Children with Disabilities; Bulletin 91.7 Individualized Education Programs; Bulletin 93.1 New IEP Transition planning/Services; and Wisconsin Parent and Child Rights. Section 504. Appendix C.

### Journal Articles:

Bauwens, J. & Hourcade, J.J. (1991). Making co-teaching a mainstreaming strategy. Preventing School Failure, 35(4), 19-24.

Bauwens, J., Hourcade, J.J. & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. Remedial and Special Education, 10 (2), 17-22.

CEC Today (1997). IDEA sails through congress, 3(10), 1,9,15.

Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. Focus on Exceptional Children, 28 (3), 1-16. (Available for purchase at University Bookstore)

Ferguson, D. L. (1995). The real challenge of inclusion: Confessions of a "rabid inclusionist." Phi Delta Kappan, 77, 281-287.

Goodrich, H. (1997). Understanding rubrics. Educational Leadership, 54 (4), 14-17.

Guskey, T.R. (1994). Making the grade: What benefits the students? Educational Leadership, 52 (2), 14-21.

Kohn, A. (1994). Grading: The issue is not how but why. Educational Leadership, 52 (2), 38-41.

McLeskey, J., & Waldron, N.L. (1996). Responses to questions teachers and administrators frequently ask about inclusive school programs. Phi Delta Kappan, 150-156.

Newmann, F., & Wehlage, G. (1993). Five standards of authentic instruction. Educational Leadership, 51, 8-12.

School District of Janesville. (1994). Curriculum and instruction plan. Janesville, WI.

Staff. (July, 1995). Planning for inclusion. National Information Center for Children and Youth (NICHY) News Digest, 1-9.

Udvari-Solner, A. (1996). Examining teacher thinking: Constructing a process to design curricular adaptations. Remedial and Special Education, 17 (4), 245-254.

Warger, C. L., & Pugach, M. C. (1996). Forming partnerships around curriculum. Educational Leadership, 53, 62-65.

Wright, R. G. (1994). Success for all: The median is the key. Phi Delta Kappan, 75, 723-725.

## RECOMMENDED SUPPLEMENTAL TEXT:

Bauwens, J., & Hourcade, J. J. (1994). Cooperative teaching: Rebuilding the schoolhouse for all students. Austin, TX: Pro-Ed.

- Readings may be added or deleted as the class progresses. You are responsible for bringing up any questions that you may have in regard to material covered in the text, readings, or class. We will be glad to work with you to help you with any problems or concerns.
- We wish to fully include persons with disabilities in the course. Please let us know if you need any special accommodations in the curriculum, instruction, or projects of the class to enable you to fully participate. We will try to maintain the confidentiality of the information you share with us.
- Samples of class members' work may be used (with names omitted) in the compilation of instructor teaching portfolios.
- As emphasized in University policy, "members of the UW-Whitewater community have a responsibility to promote and a right to expect that all members will perform to the utmost of their abilities in an honest and sincere manner...in giving credit for others' contributions and taking credit for our own ideas when appropriate, we can celebrate each others' ideas (A Guide for Citizenship in the UW-Whitewater Community, 1995). Please see an instructor if you need additional information about how to cite another's ideas.

### **PROFESSIONALISM:**

This is the last semester before you participate in the culminating activity of your teacher training program: student teaching. We are excited for you as you enter the final phase of your basic training, and we regard you as professionals who are committed to excellence and hold yourselves to high standards of academic and professional behavior.

### **UW-W POLICIES RE: STUDENT RELIGIOUS BELIEFS, ACADEMIC MISCONDUCT & ABSENCES**

#### Religious Beliefs Accommodation

Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section in the University Bulletin and the Timetable titled, Accommodation of Religious Beliefs.

#### Academic Misconduct

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The University has a responsibility to promote academic honesty and integrity to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook title, Student Academic Disciplinary procedures.

#### Absence for University Sponsored Events

University policy adopted by the Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in university sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university sanctioned event will not be counted as an absence. A university sanctioned event is defined as an intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

## COURSE REQUIREMENTS:

<u>PROJECTS</u>	<u>Points</u>	<u>Due Date</u>
1. IEP Annotation	25	October 15
2. Philosophy Preparation	15	
Autobiographical Statement	5	September 10
Position Paper #1	5	October 1
Position Paper #2	5	November 5
3. Curricular Project	58	
School Profile	(no points)	TBA
Classroom Variables Analysis	11	November 5
Selection of Student/Student Profile	10	November 19
Curricular Accommodations	37	December 3
4. Philosophy of Education	50	December 10
5. Participation, Attendance, & Preparedness	25	On-Going
6. Subscription to Listserve: Collabs		September 10
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<b>TOTAL POINTS 173</b>		

Grading Key: A = 156-173; B = 155-138; C = 121-137; D = 104-120; F = 103 and lower.

- All projects required for this class are potential artifacts for your program portfolio.
- See attached rubrics for projects 1, 3, and 4. The rubrics specify the aspects of development and fluency which will be evaluated on all written assignments as well as the specific the components of each project. Rubrics must be stapled to the front of projects when they are turned in.
- The Philosophy Preparation includes three one-page statements which provide the starting point for the Philosophy of Education paper. The autobiographical statement includes how you came to enter the field of education, the strengths and assets you bring, and what you would like your partner to know about you. The position papers are statements which articulate your beliefs and values regarding: #1 - inclusive practices; and #2 - a topic of your choice (e.g., collaboration, evaluation, behavior management, assessment, teacher/student relationship, positive learning interactions, cooperative teaching, community).  
  
The intent of these three statements is to give you feedback on the clarity of your ideas and the quality of the support for your beliefs and values. These statements will be reviewed by both your instructor and with classmates in structured feedback activities. They will be evaluated for thoughtfulness, clarity, fluency, and completeness.
- A Listserve, named Collabs, will be established for all students in 480-458. Refer to Internet 101 for directions on how to subscribe, unsubscribe, and use the Listserve. Students are expected to have an active e-mail account on campus. Using this listserv, you are encouraged to communicate with instructors and each other regarding class topics, projects, and the process for class and field placement. FYI-Visit DPI web site at <http://www.state.wi.us/agencies/dpi/een/bulletin.html> and keep abreast of DPI Bulletins which are being updated on a bi-weekly basis. DPI Bulletins address state interpretation of federal laws.

## GENERAL NOTES:

- Attendance, preparedness, and participation will influence your grade in this class. Besides attending every class session, attendance also refers to punctuality. Instructors must be informed if you must miss a class. All instructors have voice mail for leaving messages for this purpose. Preparedness includes completion of all assigned readings and assignments. Participation includes contributing to small and large group discussion and actively participating as a team member. Problems in any of these three areas will precipitate a conference with the instructor.
- No late assignments are accepted for points, unless there has been prior approval by the instructor. However, the assignment must be turned in before the end of the semester for feedback purposes.

## ADDITIONAL RESOURCES:

- Anderson, W., Chitwood, S., & Hayden, D. (1990). Negotiating the special education maze: A guide for parents and teachers. Rockville, MD: Woodbine House.
- Brandt, R.S., Scherer, M.M., O'Neill, J., Jones, J.I., & Kashdan, S.L. (Eds.) (1994). The inclusive school (Special issue). *Educational Leadership*, 52 (4). December/January 1995; Alexandria, VA; ASCD.
- Cohen, E.G. (1986). Designing groupwork: Strategies for the heterogeneous classroom. New York: Teachers College Press.
- Cole, R.W. (1995). Educating everybody's children: Diverse teaching strategies for diverse learners - what research and practice say about improving achievement. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Fiscus, E.D., & Mandell, C.J. (1983). Developing individualized education programs. St. Paul, MN: West Publishing Company.
- Friend, M. & Cook, L. (1996). Interactions: Collaboration skills for school professionals. (2nd Ed.) New York: Longman.
- Harmon, M. (1994). Inspiring active learning. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Heron, T.E. & Harris, K.C. (1993). The educational consultant: Helping professionals, parents, and mainstreamed students. (3rd Ed.). Austin, TX: Pro-Ed.
- Idol, L., Nevin, A., & Paolucci-Whitcomb, P. (1994). Collaborative consultation. (2nd Ed.) Austin, TX: Pro-Ed.
- Jones, B.F., Palincsar, A.S., Ogle, D.S., & Carr, E.G. (1987). Strategic teaching and learning: Cognitive instruction in the content areas. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Kohn, A. (1994). Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes. Boston: Houghton Mifflin.
- Marzano, R.J. (1992). A different kind of classroom: Teaching with dimensions of learning. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Marzano, R.J., Pickering, D., & McTighe, J. (1993). Assessing student outcomes: Performance assessment using the dimensions of learning model. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Meese, R.L. (1994). Teaching learners with mild disabilities: Integrating research & practice. Pacific Grove, California: Brooks/Cole Publishing Company.
- Morsink, C.V., Thomas, C.C., & Correa, V.I. (1991). Interactive teaming: Consultation and Collaboration in special programs. New York: Merrill/Macmillan Publishing Company.
- Pugach, M.C. & Johnson, L. (1995). Collaborative practitioners: Collaborative schools. Denver, CO: Love Publishing Company.
- Shea, T.M. & Bauer, A.M. (1985). Parents and teachers of exceptional students: A handbook for involvement. Boston: Allyn and Bacon, Inc.
- Stainback, S., & Stainback, W. (1992). Curriculum considerations in inclusive classrooms: Facilitating learning for all students. Baltimore: Paul H. Brookes Publishing Company.

Tomlinson, C.A. (1995). How to differentiate instruction in mixed-ability classrooms. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Villa, R.A., & Thousand, J.S. (1995). Creating an inclusive school. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Wisconsin Department of Public Instruction. (1989). Strategic learning in the content areas (Bulletin No. 9310). Madison, WI: WDPI.

Wood, J.W. (1993). Adapting instruction for mainstreamed and at-risk students. New York: Merrill/Macmillan Publishing Company.

480-458  
Collaboration for Effective Instruction  
Fall 1997  
COURSE OUTLINE: Content and Important Dates

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September 3	<u>INTRODUCTION/OVERVIEW OF COURSE</u>
September 10	<u>MODULE 1:</u> Public Education and Diversity: History, Issues, Trends DUE: AUTOBIOGRAPHICAL STATEMENT ACTIVATION OF E-MAIL ACCOUNT
September 17	Module 1 completed.
September 24	<u>MODULE 2:</u> Federal and State Laws: Children with Disabilities
October 1	<u>MODULE 3:</u> Writing Individualized Education Programs (IEP) DUE: POSITION PAPER #1
October 8	<u>MODULE 4:</u> Collaboration and Cooperative Teaching
October 15	Module 4 continued. DUE: IEP ANNOTATION
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October 22	Module 4 continued.
October 29	Module 4 completed.
November 5	<u>MODULE 5:</u> Curricular Planning and Accommodations DUE: POSITION PAPER #2 CLASSROOM VARIABLES ANALYSIS
November 12	Module 5 continued.
November 19	Module 5 continued. DUE: SELECTION OF STUDENT/STUDENT PROFILE
November 26	Module 5 completed.
December 3	<u>MODULE 6:</u> Evaluation Practices DUE: CURRICULAR ACCCOMMODATIONS
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December 10	Module 6 completed. DUE: PHILOSOPHY OF EDUCATION
December 17	CLOSURE ACTIVITIES (1-3 p.m.)

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IMPORTANT DATES:

PANEL OF JANESVILLE TEACHERS: Time and Date, TBA  
ORIENTATION IN JANESVILLE: Week of Oct. 13; Time and Date, TBA.  
PLACEMENT IN SCHCOLS: 7:45-12:00, Monday-Friday, Oct. 20-Dec. 5



COURSE OUTLINE: Readings

**INTRODUCTION/OVERVIEW OF COURSE**

DATE: September 3

**READING:**

Young article on philosophy of education

**MODULE 1: Public Education and Diversity: History, Issues, Trends**

Related Competency: 1

DATES: September 10, September 17

**READINGS:**

Text: Chapters 1-4 (important background information).

McLeskey, J., & Waidron, N.L. (1996). Responses to questions teachers and administrators frequently ask about inclusive school programs. Phi Delta Kappan, 150-156.

Ferguson, D. L. (1995). The real challenge of inclusion: Confessions of a "rabid inclusionist." Phi Delta Kappan, 77, 281-287.

Wisconsin DPI Bulletin 93.12 Least Restrictive Environment

Staff. (July, 1995). Planning for inclusion. National Information Center for Children and Youth (NICHY) News Digest, 1-9.

**MODULE 2: Federal and State Laws: Children with Disabilities**

Related Competency: 2

DATE: September 24

**READINGS:**

Section 504.

Wisconsin Department of Public Instruction (DPI) 11: Rules for Implementation of Chapter 115.

Wisconsin Parent and Child Rights

CEC Today (1997). IDEA sails through congress 3 (10), 1,9,15.

**MODULE 3: Writing Individualized Education Programs (IEP)**

Related Competency: 3

DATE: October 1

**READINGS:**

Wisconsin DPI Bulletin 93.1 New IEP Transition Planning/Services

Wisconsin DPI Bulletin 91.7 Individualized Education Programs

Appendix C: Federal Register

Packet of handouts in readings.

**MODULE 4: Collaboration and Cooperative Teaching**

Related Competencies: 4, 5, 6, 11, 12

DATES: October 8, October 15, October 22, October 29

READINGS:

Bauwens, J. & Hourcade, J.J. (1991). Making co-teaching a mainstreaming strategy. Preventing School Failure, 35(4), 19-24.

Bauwens, J., Hourcade, J.J. & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. Remedial and Special Education, 10 (2), 17-22.

Newmann, F., & Wehlage, G. (1993). Five standards of authentic instruction. Educational Leadership, 51, 8-12.

Cock, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. Focus on Exceptional Children, 28 (3), 1-16.

**MODULE 5: Curricular Planning and Accommodations**

Related Competencies: 7, 8

DATES: November 5, November 11, November 19, November 26

READINGS:

Text: Chapter 5, 6, 7; Use Chapters 8, 9, 10 as resources for project.

School District of Janesville. (1994). Curriculum and instruction plan. Janesville, WI.

Uovar-Solner, A. (1996). Examining teacher thinking: Constructing a process to design curricular adaptations. Remedial and Special Education, 17 (4), 245-254.

Warger, C. L., & Pugach, M. C. (1996). Forming partnerships around curriculum. Educational Leadership, 53, 62-65.

**MODULE 6: Evaluation Practices**

Related Competency: 9

DATES: December 3, December 10

READINGS:

Text: Chapter 11

Goodrich, H. (1997). Understanding rubrics. Educational Leadership, 14-17.

Guskey, T.R. (1994). Making the grade: What benefits the students? Educational Leadership, 52, 14-21.

Konn, A. (1994). Grading: The issue is not how but why. Educational Leadership, 52 (2), 38-41.

Wngmt. R. G. (1994). Success for all: The median is the key. Phi Delta Kappan, 75, 723-725.

**CLOSURE ACTIVITIES:** December 17 (1-3 p.m.)

Related Competency: 10

CURRICULUM PROPOSAL FORM #3  
University of Wisconsin-Whitewater

NEW COURSE

COURSE NUMBER: 480 - 458 / already approved  
course

EFFECTIVE TERM: 9891

CROSS LISTED NO.: 480 - 458 / 658

COURSE TITLE: Collaboration for Effective Instruction

15 CHARACTER ABBREVIATION C O L L A B O R A T I O N

25 CHARACTER ABBREVIATION C O L L A B O R A T I O N / I N S T R U C T I O N

SPONSOR(S): Dr. Diane Ormsby

DEPARTMENT(S): Special Education

COLLEGE(S): Education

CHECK IF THE COURSE IS TO MEET ANY  
OF THE FOLLOWING REQUIREMENTS:

CONTACT HOURS/CREDITS

Writing Requirement  
 Diversity Requirement  
 General Studies, Area: \_\_\_\_\_  
 Computer Requirement

Total Lecture Hours 48  
Total Lab Hours \_\_\_\_\_  
Total Contact Hours 48  
Number of Credits 3

IS THE COURSE REQUIRED IN:

IS THE COURSE REPEATABLE: YES \_\_\_\_\_, NO \_\_\_\_\_

Major, \_\_\_\_\_

No. of Times in Major \_\_\_\_\_ and No. of Credits \_\_\_\_\_

Minor, \_\_\_\_\_

No. of Times in Degree \_\_\_\_\_ and No. of Credits \_\_\_\_\_

Emphasis, LD/EBD/EC:EEN/MR(CD)

ATTACH THE FOLLOWING:

- I. COURSE JUSTIFICATION: See attached page
- II. RELATIONSHIP TO PROGRAM OBJECTIVES: "
- III. BUDGETARY IMPACT: "
- IV. PROGRAMS AFFECTED IN OTHER ACADEMIC UNITS: "
- V. COURSE DESCRIPTION: "
- VI. REQUISITES: "
- VII. TENTATIVE COURSE SYLLABUS: "
- VIII. BIBLIOGRAPHY: "

I. Course Justification:

Course previously offered at undergraduate level only. Dual number request approved at 1/11/97 College of Education Curriculum meeting. Thru a misunderstanding of the current procedural policy regarding forwarding of proposals, the approved proposal was not forwarded to the UCC and subsequently the Graduate council.

At the graduate level this course impacts only the Common Body of Knowledge Segment that encompasses certification requirements.

II. Relationship to Program Objectives:

Applicable to licensure across all Special Education emphasis.

III. Budgetary Impact:

Faculty/Staff already in place.

IV. Programs Affect in Other Academic Units:

Unchanged.

V. Course Description:

Remains the same as initially submitted with the exception of the identified graduate student requirements.

VI. Requisites:

480-205	Psychology of the Exceptional Child
480-336	Managing the Classroom Behavioral Problems of Exceptional Children
480-426	Introduction to Individual Diagnostic Assessment of EEN
480-466	Working with Parents of Exceptional Children and Community Agencies
480-406	Career/Vocational Programming for EEN

VII. Tentative course Syllabus:

Attached

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SIGNATURE PAGE  
Curriculum Proposal Form #7  
OTHER CURRICULAR ACTION

SEP 15 1998

New course - Add 658

GRADUATE OFFICE

DEGREE / PROGRAM TITLE: All Special Education Programs

480-458/658

D. Riell  
Proposal Sponsor

11/3/97  
Date of Submission

D. Riell  
Chair of Sponsoring Department

Special Education  
Department

11/3/97  
Approval Date

Louise M. Kenney  
Chair, College Curriculum Committee

11-11-97  
Approval Date

Louise M. Kenney  
Asst. Dean of College

Education  
College

11-11-97  
Approval Date

FOR UNDERGRADUATE ACTIONS:

N/A  
Chair, University Curriculum Committee

Approved  
 Not Approved

Date

N/A  
Chair, Faculty Senate

Approved  
 Not Approved

Date

FOR GRADUATE ACTIONS:

D. C. Lu  
Chair, Graduate Council

Approved  
 Not Approved

10/8/98  
Date

FINAL APPROVAL:

D.O.D.  
Provost & Vice Chancellor for Academic Affairs

27 Oct 98  
Date Received

RECORD OF OTHER ACADEMIC UNITS CONSULTED:

ACADEMIC UNITS	SIGNATURE	DATE	ACTION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(\*for graduate course only - indicate "Approve", "No Contest", or "Disapprove")

RECEIVED

SEP 15 1998

GRADUATE OFFICE

SIGNATURE PAGE  
Curriculum Proposal Form #7  
OTHER CURRICULAR ACTION

DEGREE / PROGRAM TITLE: All Special Education Programs

D. Reall  
Proposal Sponsor 11/3/97  
Date of Submission

D. Reall  
Chair of Sponsoring Department Special Education  
Department 11/3/97  
Approval Date

Louise M. Kenney  
Chair, College Curriculum Committee 11-11-97  
Approval Date

Louise M. Kenney  
Asst. Dean of College Education  
College 11-11-97  
Approval Date

FOR UNDERGRADUATE ACTIONS:

Chair, University Curriculum Committee Approved  
Not Approved \_\_\_\_\_  
Date

Chair, Faculty Senate Approved  
Not Approved \_\_\_\_\_  
Date

FOR GRADUATE ACTIONS:

[Signature]  
Chair, Graduate Council Approved  
Not Approved 10/8/98  
Date

FINAL APPROVAL:

Provost & Vice Chancellor for Academic Affairs \_\_\_\_\_  
Date Received

RECORD OF OTHER ACADEMIC UNITS CONSULTED:

ACADEMIC UNITS	SIGNATURE	DATE	ACTION
_____	_____	_____	_____
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(\*for graduate course only - indicate "Approve", "No Contest", or "Disapprove")