

**DEGREE/PROGRAM CHANGE  
FORM C  
Form Number: C1284**

Fields marked with \* are required

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Associated Forms exist? Yes  Initiator's Title Professor: Educational Specialties Ed Spec  
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**Proposed effective term**

Semester  Fall  Year  2015

**Course Information**

Select Appropriate Program  Graduate Degree Program   
Name of New or Existing Program MA Special Education - Learning and Behavioral Exceptionalities  
Concentration  
Select Category  Concentration  Degree Type MA  
Select Action  Revision

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.  
See current catalog for format within the respective college (upload a doc/pdf file)

[FormCrev9-8-14.docx](#)

**Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)  
Concentration II is updating its program and aligning its curriculum according to national standards and current laws. See attachments below.

[FormC-proposed catalog changes lts 9-8-14.docx](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

[Form C Proposed Catalog Changes-lts.docx](#)  
[Financial Implications.docx](#)  
[CurrentConcentration II Advisement Form.doc](#)  
[Proposed CIIAdvisementForm 11-27.docx](#)

**Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

**FORM C**  
**Description of Changes to Masters of Special Education -**  
**Concentration II -- Learning and Behavioral Exceptionalities: *Studies in Instruction,***  
***Curriculum, Collaboration, and Transition of Diverse Learners***  
**Special Education Program, Department of Education Specialties**  
**College of Education**

The changes requested for the Special Education Program with a Concentration in Learning and Behavioral Exceptionalities (Concentration II) are proposed to update the program coursework and align its curriculum according to national standards and current laws. These changes include:

1. Aligning our coursework with the revised International Organization: *Council for Exceptional Children* initial and advanced teacher preparation standards.
2. Eliminating the requirement of prerequisite courses and incorporating one previous pre-requisite course (i.e., SPCD 502) into MA degree plan. Additionally, the remaining pre-requisite course (SPCD 501), a second SPCD reading course beyond SPCD 514, and SPCD 504 are now required only for Special Education licensure and may not be counted as part of the MA degree plan;
3. Allowing specific established courses to sunset and proposing new and existing course work to align with revised Council for Exceptional Children Professional Standards. These changes include:
  - a. Add SPCD 509 (Adolescent Reading Instruction for Behavioral and Learning Exceptionalities) and SPCD 544 (Writing Instructional Strategies for students with Learning and Behavioral Exceptionalities);
  - b. Addition of existing program courses to the: (1) Professional Learning and Practice Standard (SPCD 510: Special Ed. Law) as well as (2) Curricular Content Knowledge Standard option of SPCD 515 (Math/Science Instruction for Students with Learning and Behavioral Exceptionalities) and (3) Individual Learning Differences Standard option of SPCD 562 (Teaching Bilingual/Multicultural SPCD);
  - c. Name change for SPCD 503 to better align to Instructional and Curriculum Planning Standard;
4. Specification of advanced focus areas in the areas of Learning Disabilities, Emotional Behavioral Disorders and Transition.
  - a. Reestablish the SPCD 512 (with updated content and a new name of Transition Planning for Students with Exceptionalities to align with CEC standards) course that had sunsetted (Please Note: Although the course has sunsetted, it is still listed in the catalogue).

***Please see the Justification section for rationales for these proposed changes.***

Below, please find:

- The current Course Catalog description for Masters in Special Education *Concentration II: Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.*
- New proposed changes to the Masters in Special Education *Concentration II: Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.*

## **Current 2014 – 2015 Course Catalog View**

### **Concentration in Learning and Behavioral Exceptionalities Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners**

An advisor from this concentration will assist students with course selection and ensure a smooth progression through the program. Examples of the concentration courses are listed below.

SPCD 501	The Psychology and Education of Exceptional Persons (Prerequisite)
SPCD 502	At Risk for School Failure and Disabilities (Prerequisite)
SPCD 503	Instructional Strategies in Special Education
SPCD 504	Practicum in Special Education
SPCD 506	Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners
SPCD 508	Collaboration with Family, School and Community
SPCD 513	Curriculum Development in Special Education
SPCD 514	Teaching Reading to Students with Learning and Behavior Exceptionalities
SPCD 517	Assessment of Diverse Students with Learning and Behavior Exceptionalities
SPCD 518	Classroom Organization and Positive Behavioral Supports
SPCD 534	Social Competence, Self Determination and Resiliency

**Universal Design in Special Education**  
**SPCD 503 (3)**

Covers the selection, adaptation, and use of instructional materials in special education. It also covers classroom organization and prescriptive use of materials and methods. There are several methods classes designed to emphasize early childhood, elementary, secondary and bilingual special education. See program for other restrictions.

**Curriculum Development in Special Education**  
**SPCD 513 (3)**

Provides the special education teacher with a theoretical background and practical experience in the use of a model of curriculum development, task analysis and evaluation of pupil progress.

**Transition Planning for Students with Exceptionalities**  
**SPCD 512 (3)**

Course focuses on lifespan movement of students with exceptionalities from Pre-K to 16, to employment and adult life. Participants will identify essential curricula, critical linkages within their communities, and prepare transition plans within the IEP.

## **Concentration in Learning and Behavioral Exceptionalities Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners**

According to Child Count data, Specific Learning Disabilities (SLD) and Emotional/Behavioral Disorders (EBD) comprise nearly half of all students identified for special education services both nationally and in New Mexico. While all NM special educators are licensed across all special education categories, the Special Education Concentration II curriculum provides more intense focus on two disability categories that are considered nationally to be High Incidence Disabilities. Special Education Concentration II focuses on effective and intensive evidence-based practices to meet the needs of students identified with SLD and ED in general education, co-taught, resource, or self-contained special education settings through the use of ongoing student assessment data and progress monitoring for data informed collaborative instructional and transition planning and decision making.

Students are provided learning opportunities in both face to face and, increasingly, online environments. In addition, students can have the opportunity to test out data informed instructional planning in field placements or their own classrooms. Our faculty has wide-ranging interests and recent relevant experience as both K-12 special educators and researchers. As a result, students can also choose to take part in intense research investigations. Regardless of student interests, all students are provided with consistent one-on-one advising from their MA faculty advisor to gain the knowledge and skills needed.

An advisor from this concentration will assist students with course selection and ensure a smooth progression through the program. **Concentration II coursework are based on the Council for Exceptional Children Standard framework and may include the following coursework:**

## **MA in Special Education (36+ hours):**

<b>Foundations and Characteristics (3 hours)</b>	<b>Hours</b>
SPCD 530/540: Introduction to EBD or LD	3
<b>Individual Learning Differences (3 hours)</b>	
SPCD 502: At-Risk for School Failure	3
SPCD 562: Teaching Bilingual/Multicultural SPCD	3
<b>Learning Environments and Social Interactions (6 hours)</b>	
SPCD 518: Classroom Organization & Positive Behavioral Supports	3
SPCD 534: Social Competence, Self-Determination, & Resiliency	3
<b>Instructional Planning and Strategies (3 hours)</b>	
SPCD 503: Instructional and Curriculum Design for Exceptionalities	3
<b>Curricular Content Knowledge (6 hours; must include one reading course)</b>	
SPCD 509: Adolescent Reading Instruction for Students with Behavioral and Learning Exceptionalities	3
SPCD 514: Teaching Reading to Students with Students with Learning and Behavior Exceptionalities	3
SPCD 544: Writing Instructional Strategies for Students with Learning and Behavioral Exceptionalities	3
SPCD 515: Mathematics/Science Instruction for Diverse Exceptional Learners	3
<b>Professional Learning and Practice (6 hours)</b>	
SPCD 510: Special Education Law	3
SPCD 505: Seminars in Special Education	3
<b>Assessment (3 hours)</b>	
SPCD 517: Assessment of Diverse Students with Learning Behavior Exceptionalities	3
<b>Collaboration (3 hours)</b>	
SPCD 508: Collaboration with Family/School/Community	3
<b>Advanced Focus Areas (3 hours)</b>	

### **Instructional and Curriculum Design for Exceptionalities**

#### **SPCD 503 (3)**

Covers the selection, adaptation, and use of instructional materials in special education. It also covers classroom organization and prescriptive use of materials and methods.

### **Adolescent Reading Instruction for Students with Behavioral and Learning Exceptionalities**

#### **SPCD 509 (3)**

Addresses adolescent developmental changes and specific needs of adolescents with reading disabilities. Examines evidence-based practices, strategies, and interventions for teaching reading to adolescents with learning and behavior exceptionalities. Includes using data to inform instructional decision-making.

### **Transition Planning for Exceptional Students**

#### **SPCD 512 (3)**

Course focuses on lifespan movement of students with exceptionalities from Pre-K to 16, to post-secondary education, employment, and adult life. Participants will identify essential curricula, critical linkages in communities, and transition plans within the IEP.

### **Writing Instructional Strategies for Students with Learning and Behavioral Exceptionalities**

#### **SPCD 544 (3)**

Focus is on materials, techniques, and programs adapted or developed for learners with extensive writing problems. Includes writing development, writing difficulties encountered by students, and effective explicit methods for assessing and instructing students.

**Form C: Justification for Proposed Changes**  
**Special Education Program: Concentration II – Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.**

**Proposed Fall 2013 by Special Education Program and the Department of Education Specialties:  
Proposed for Implementation in Fall 2014**

The changes requested for the Special Education Program with a Concentration in Learning and Behavioral Exceptionalities (Concentration II) are proposed to update the program coursework and align its curriculum according to national standards and current laws. These changes include:

1. Aligning our coursework with the revised International Organization: *Council for Exceptional Children* initial and advanced teacher preparation standards.
2. Eliminating the requirement of prerequisite courses and incorporating one previous pre-requisite course (i.e., SPCD 502) into MA degree plan. Additionally, the remaining pre-requisite course (SPCD 501), a second SPCD reading course beyond SPCD 514, and SPCD 504 are now required only for Special Education licensure and may not be counted as part of the MA degree plan;
3. Allowing specific established courses to sunset and proposing new and existing course work to align with revised Council for Exceptional Children Professional Standards. These changes include:
  - a. Removing the SPCD 506 (Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners) and SPCD 513 (Curriculum Development in Special Education) courses as required coursework and adding SPCD 509 (Adolescent Reading Instruction for Behavioral and Learning Exceptionalities) and 544 (Writing Instructional Strategies for students with Learning and Behavioral Exceptionalities);
  - b. Addition of existing program courses to the: (1) Professional Learning and Practice Standard (SPCD 510: Special Ed. Law) as well as (2) Curricular Content Knowledge Standard option of SPCD 515 (Math/Science Instruction for Students with Learning and Behavioral Exceptionalities) and (3) Individual Learning Differences Standard option of SPCD 562 (Teaching Bilingual/Multicultural SPCD);
  - c. Name change for SPCD 503 to better align to Instructional and Curriculum Planning Standard;
4. Specification of advanced focus areas in the areas of Learning Disabilities, Emotional Behavioral Disorders and Transition.



- a. Reestablish the SPCD 512 (with updated content and a new name of Transition Planning for Students with Exceptionalities to align with CEC standards) course that had sunsetted (Please Note: Although the course has sunsetted, it is still listed in the catalogue).

**Justification**

<b>Area of Revision</b>	<b>Current</b>	<b>Proposed</b>	<b>Reasons for the Change</b>
1. Revision of Required Course Work for Concentration II Students	Currently, the required coursework is articulated on the CII advisement form. Please see Attached.	The proposed required coursework is reflected in the new CII advisement form. Please see Attached.	The Council for Exceptional Children (CEC) provides initial and advanced preparation guidelines that are organized along the following standards: foundations and characteristics; learning environments and social interactions; individual learning differences and instructional planning and strategies; curricular content knowledge; professional learning and practice; assessment; and collaboration. CII course requirements have been aligned to these standards and our changes reflect the need for increased academic content training for high incidence disabilities. These changes also reflect the current CEC standards required for accreditation.
2. Elimination of Prerequisite Courses	Currently, CII requires SPCD 501 and 502 as prerequisites to student coursework. These courses will be incorporated into the new degree plan.	SPCD 502 has been incorporated into the course plan under <b>Individual Differences</b> (502). Additionally, SPCD 562 has been added as an option to the <b>Individual</b>	The restructuring of coursework according to the National CEC Standards and areas of study will be in compliance with the fields' national/international organization requirements as well as accreditation and licensure standards.

		<b>Differences</b> Category. SPCD 501, which is required for NM licensure, has been moved to the MA + licensure category.	
3. Reorganization of specific established courses to align with specific CEC standards.	Currently, the CII course work is not current with standards and has a larger number of specialization areas.	Realign the course work to meet the CEC standards and add the needed academic content courses to meet the needs of students with dis.	Same as above.
4. Adding new and existing content course work	Currently, SPCD 506: Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners and 513: Curriculum Development in Special Education are required for an MA degree in CII.	Removing SPCD 506 and 513 as required course work and adding SPCD 544, Writing Instruction for Students with Learning and Behavioral Exceptionalities and SPCD 509 to Adolescent Reading Instruction for Students with Learning and Behavioral Exceptionalities. Additionally, including SPCD 515: Math/Science Instruction (an existing course) to the curriculum is proposed.	Addition of SPCD 544, SPCD 509, and 515 reflect new CEC emphasis on curricular content knowledge.  In addition, recent Federal Legislation (NCLB & IDEA 2004) has mandated that teachers are prepared to instruct students in academic content areas in order that students are competent in common core standards. These requirements include the instruction of students with high incidence disabilities. These proposed changes are made to reflect these requirements.
6. Addition of Legal Procedural and Policy	Currently, CII does not require coursework in	Students are required to take SPCD 510 which is an	The knowledge of Special Education Law is of paramount importance as the

<p>Courses as requirements</p> <p>Also, adding SPCD 562, Teaching Bilingual/Multicultural Special Education as an option for students to take in the area of Individual Learning Differences.</p>	<p>the area of Special Ed. Law or Teaching Bilingual Multicultural. Although these topics are covered, in part, in different courses the implementation of legal rigor, procedures and policies as well as specific bilingual issues are rarely covered.</p>	<p>existing course in our department.</p> <p>Students have an option to take SPCD 562 which is an existing course in our department.</p>	<p>implementation of regulations are becoming increasingly complex.</p> <p>Teacher knowledge in this area is important to teacher and student success. In addition, these courses align to our proposed framework under the CEC standards of: Professional Learning and Practice and Individual Learning Difference</p>
<p>7. Changes to SPCD 503 name.</p>	<p>Currently, SPCD 503 (<b>Universal Design</b>) covers the implementation of lesson plans, alignment with state academic standards, and universal design interventions.</p>	<p>SPCD 503 will be revised to incorporate Curriculum Development in its name and how it relates to lesson planning and implementation. The new name change, <b>Lesson and Curriculum Development</b>, will reflect this change. This topic has been present in previously taught classes and, thus, the title of the course better reflects the actual content.</p>	<p>With state and federal requirements for inclusion of students with disabilities in assessment, focus has shifted to alignment of IEP goals and special education lesson plans to state and national standards. As a result, SPCD 503 includes information on the Common Core State Standards and how to align those with lesson planning and, in turn, align instruction to Individualized Education Plan goals. In addition, the CEC standards specifically address both instructional and curriculum planning which necessitates more careful alignment of course titles to accreditation standards. Universal Design is still infused in all types of instructional and curriculum planning.</p>

<p>8. Changes in the use of specific SPCD course numbers</p>	<p>Currently, SPCD 506 and 513 are required CII course work.</p>	<p>We propose removal of these two courses (but not the course numbers) from our required course work and proposing two new courses:  <b>SPCD 544:</b> Writing instruction for High Incidence Disabilities   <b>SPCD 509:</b> Adolescent Reading Instruction for High Incidence Disabilities.</p>	<p>SPCD 544 will replace SPCD 506 to meet the mandate within the common core standards of “high order thinking skills”. This information and interventions will be integrated into the content-oriented courses as well as SPCD 534. We will use the SPCD 544 prefix for the new Writing Instruction course.                   SPCD 513 (Curriculum Development in Special Education) content coursework will be restructured to align with the mandate to teach adolescent students the necessary skills to access the general education curriculum through reading course content and to integrate it with lesson planning and implementation so teachers can make connections with lesson modifications and how they relate to lesson planning and existing content curriculum and the reading demands placed on secondary students with disabilities. SPCD 509 prefix will be used for this course.</p>
<p>9. Advanced focus areas</p>	<p>Currently, CII is offering several course specializations:                  1.Learning Disabilities                  2.Emotional Behavioral Disorders</p>	<p>CII will emphasize <b>High Incidence Disabilities</b>. Under the U.S. Federal Regulations, this includes Learning Disabilities and Emotional Disturbance</p>	<p>Each of these changes are taking place to meet the demands of federal requirements and mandates as well as being aligned to the national CEC Professional Standards. This change will offer more content oriented course work as well as tier 2 and</p>

	<p>3. Gifted and Talented 4. Early Childhood Special Education</p>	<p>(i.e., Emotional and Behavioral Disorders). In doing so, we have reorganized our Introduction to Learning Disabilities and Emotional Behavioral Disorders (<b>540 and 530</b> respectively) courses work so they fall under the <b>CEC Foundation and Characteristic Standards</b> and the Methods courses (<b>532 and 542</b>) for those two disabilities will be the primary <b>CEC Standard focus area</b> course work.. Additionally, the addition of the <b>512 (Transition for Exceptional Students)</b> course will be reestablished (recently sunsetted), to address the IDEA mandates relating to the transition of students with disabilities into the work world and allow students an additional specialization option that aligns with faculty</p>	<p>tier 3 interventions (intensive interventions) needed for students with specific learning disabilities and emotional disturbances</p>
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		<p>research interest areas..                  The 512 course is already                  in existence in the                  program and will be                  added to the options                  students can take for their                  degree.</p>	

**Form C: Justification for Proposed Changes**  
**Special Education Program: Concentration II – Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners.**

**Proposed Fall 2013 by Special Education Program and the Department of Education Specialties:  
Proposed for Implementation in Fall 2014**

The changes requested for the Special Education Program with a Concentration in Learning and Behavioral Exceptionalities (Concentration II) are proposed to update the program coursework and align its curriculum according to national standards and current laws. These changes include:

1. Aligning our coursework with the revised International Organization: *Council for Exceptional Children* initial and advanced teacher preparation standards.
2. Eliminating the requirement of prerequisite courses and incorporating one previous pre-requisite course (i.e., SPCD 502) into MA degree plan. Additionally, the remaining pre-requisite course (SPCD 501), a second SPCD reading course beyond SPCD 514, and SPCD 504 are now required only for Special Education licensure and may not be counted as part of the MA degree plan;
3. Allowing specific established courses to sunset and proposing new and existing course work to align with revised Council for Exceptional Children Professional Standards. These changes include:
  - a. Sunset the SPCD 506 (Creativity) and SPCD 513 (Curriculum Development) courses and adding SPCD 509 (Adolescent Reading Instruction for Behavioral and Learning Exceptionalities) and 544 (Writing Instructional Strategies for students with Learning and Behavioral Exceptionalities);
  - b. Addition of existing program courses to the: (1) Professional Learning and Practice Standard (SPCD 510: Special Ed. Law) as well as (2) Curricular Content Knowledge Standard option of SPCD 515 (Math/Science Instruction for Students with Learning and Behavioral Exceptionalities) and (3) Individual Learning Differences Standard option of SPCD 562 (Teaching Bilingual/Multicultural SPCD);
  - c. Name change for SPCD 503 to better align to Instructional and Curriculum Planning Standard;
4. Specification of advanced focus areas in the areas of Learning Disabilities, Emotional Behavioral Disorders and Transition.
  - a. Reestablish the SPCD 512 (with updated content and a new name of Transition Planning for Students with Exceptionalities to align with CEC standards) course that had sunsetted (Please Note: Although the course has sunsetted, it is still listed in the catalogue).

**Justification**

<b>Area of Revision</b>	<b>Current</b>	<b>Proposed</b>	<b>Reasons for the Change</b>
<p>1. Revision of Required Course Work for Concentration II Students</p>	<p>Currently, the required coursework is articulated on the CII advisement form. Please see Attached.</p>	<p>The proposed required coursework is reflected in the new CII advisement form. Please see Attached.</p>	<p>The Council for Exceptional Children (CEC) provides initial and advanced preparation guidelines that are organized along the following standards: foundations and characteristics; learning environments and social interactions; individual learning differences and instructional planning and strategies; curricular content knowledge; professional learning and practice; assessment; and collaboration. CII course requirements have been aligned to these standards and our changes reflect the need for increased academic content training for high incidence disabilities. These changes also reflect the current CEC standards required for accreditation.</p>
<p>2. Elimination of Prerequisite Courses</p>	<p>Currently, CII requires SPCD 501 and 502 as prerequisites to student coursework. These courses will be incorporated into the new degree plan.</p>	<p>SPCD 502 has been incorporated into the course plan under <b>Individual Differences</b> (502). Additionally, SPCD 562 has been added as an option to the <b>Individual Differences</b> Category. SPCD 501, which is required for NM licensure,</p>	<p>The restructuring of coursework according to the National CEC Standards and areas of study will be in compliance with the fields' national/international organization requirements as well as accreditation and licensure standards.</p>



		has been moved to the MA + licensure category.	
3. Reorganization of specific established courses to align with specific CEC standards.	Currently, the CII course work is not current with standards and has a larger number of specialization areas.	Realign the course work to meet the CEC standards and add the needed academic content courses to meet the needs of students with dis.	Same as above.
4. Sunsetting of specific established courses and adding new and existing content course work	Currently, SPCD 506: Creativity and 513: Special Education Curriculum are required for an MA degree in CII	Sunsetting of SPCD 506 and 513 course work and adding SPCD 544, Writing Instruction for Students with Learning and Behavioral Exceptionalities and SPCD 509 to Adolescent Reading Instruction for Students with Learning and Behavioral Exceptionalities. Additionally, including SPCD 515: Math/Science Instruction (an existing course) to the curriculum is proposed	Addition of SPCD 544, SPCD 509, and 515 reflect new CEC emphasis on curricular content knowledge.  In addition, recent Federal Legislation (NCLB & IDEA 2004) has mandated that teachers are prepared to instruct students in academic content areas in order that students are competent in common core standards. These requirements include the instruction of students with high incidence disabilities. These proposed changes are made to reflect these requirements.
6. Addition of Legal Procedural and Policy Courses as requirements	Currently, CII does not require coursework in the area of Special Ed. Law or Teaching Bilingual Multicultural. Although	Students are required to take SPCD 510 which is an existing course in our department.	The knowledge of Special Education Law is of paramount importance as the implementation of regulations are becoming increasingly complex.

<p>Also, adding SPCD 562, Teaching Bilingual/Multicultural Special Education as an option for students to take in the area of Individual Learning Differences.</p>	<p>these topics are covered, in part, in different courses the implementation of legal rigor, procedures and policies as well as specific bilingual issues are rarely covered.</p>	<p>Students have an option to take SPCD 562 which is an existing course in our department.</p>	<p>Teacher knowledge in this area is important to teacher and student success. In addition, these courses align to our proposed framework under the CEC standards of: Professional Learning and Practice and Individual Learning Difference</p>
<p>7. Changes to SPCD 503 name.</p>	<p>Currently, SPCD 503 (<b>Universal Design</b>) covers the implementation of lesson plans, alignment with state academic standards, and universal design interventions.</p>	<p>SPCD 503 will be revised to incorporate Curriculum Development in its name and how it relates to lesson planning and implementation. The new name change, <b>Lesson and Curriculum Development</b>, will reflect this change. This topic has been present in previously taught classes and, thus, the title of the course better reflects the actual content.</p>	<p>With state and federal requirements for inclusion of students with disabilities in assessment, focus has shifted to alignment of IEP goals and special education lesson plans to state and national standards. As a result, SPCD 503 includes information on the Common Core State Standards and how to align those with lesson planning and, in turn, align instruction to Individualized Education Plan goals. In addition, the CEC standards specifically address both instructional and curriculum planning which necessitates more careful alignment of course titles to accreditation standards. Universal Design is still infused in all types of instructional and curriculum planning.</p>
<p>8. Changes in the use of specific SPCD course numbers</p>	<p>Currently, SPCD 506 and 513 are offered as CII course work.</p>	<p>We are proposing to Setting these two courses (but not the course</p>	<p>SPCD 506 course will be sunsetted and SPCD 544 will replace it to meet the mandate within the common core</p>

		<p>numbers) from our required course work and proposing two new numbers for our new courses</p> <p><b>SPCD 544:</b> Writing instruction for High Incidence Disabilities</p> <p><b>SPCD 509:</b> Adolescent Reading Instruction for High Incidence Disabilities.</p>	<p>standards of “high order thinking skills”. This information and interventions will be integrated into the content-oriented courses as well as SPCD 534. We will use the SPCD 544 prefix for the new Writing Instruction course.</p> <p>SPCD 513 (curriculum development) content coursework will be restructured to align with the mandate to teach adolescent students the necessary skills to access the general education curriculum through reading course content and to integrate it with lesson planning and implementation so teachers can make connections with lesson modifications and how they relate to lesson planning and existing content curriculum and the reading demands placed on secondary students with disabilities. SPCD 509 prefix will be used for this course.</p>
<p>9. Advanced focus areas</p>	<p>Currently, CII is offering several course specializations:</p> <ol style="list-style-type: none"> <li>1.Learning Disabilities</li> <li>2.Emotional Behavioral Disorders</li> <li>3.Gifted and Talented</li> <li>4.Early Childhood Special Education</li> </ol>	<p>CII will emphasize <b>High Incidence Disabilities</b>. Under the U.S. Federal Regulations, this includes Learning Disabilities and Emotional Disturbance (i.e., Emotional and Behavioral Disorders). In doing so, we have</p>	<p>Each of these changes are taking place to meet the demands of federal requirements and mandates as well as being aligned to the national CEC Professional Standards. This change will offer more content oriented course work as well as tier 2 and tier 3 interventions (intensive interventions) needed for students with specific learning disabilities and emotional</p>

		<p>reorganized our Introduction to Learning Disabilities and Emotional Behavioral Disorders (<b>540 and 530</b> respectively) courses work so they fall under the <b>CEC Foundation and Characteristic Standards</b> and the Methods courses (<b>532 and 542</b>) for those two disabilities will be the primary <b>CEC Standard focus area</b> course work.. Additionally, the addition of the <b>512 (Transition)</b> course will be reestablished (recently sunsetted), to address the IDEA mandates relating to the transition of students with disabilities into the work world and allow students an additional specialization option that aligns with faculty research interest areas.. The 512 course is already in existence in the program and will be</p>	<p>disturbances</p>
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		added to the options students can take for their degree.	

## **Financial Implications**

These changes are revenue neutral for the COE as a whole. There is not a change in the number of credit hours for the Special Education Program – Concentration II.

Given the course changes (revised and updated) as well as the addition of an already established course that had sunsetted, the current faculty in Concentration II will be able to accommodate these changes. We have four faculty for this program concentration of studies who have specialty areas in Learning Disabilities and Emotional/Behavioral Disorders. SPCD 510 and 562 are courses that are already taught by existing faculty in the SPCD Program.

### **SPCD Program – Concentration II: Impact on Other Programs**

Drs. Serna and Steinbrecher presented four syllabi (509, 544, and 514) to the LLSS and TED reading and writing faculty for their review. This review was to insure that these courses were not overlapping or duplicating any of the LLSS or TED reading and writing courses being offered. These faculty members stated that no duplication or overlap of courses is taking place with our proposed courses. Attached, please see the memo from Dr. Pence and Dr. Torrez.

### **Long Range Planning and Faculty Work Load**

The following three year plan has been developed to demonstrate the offering of course work. Faculty work load will be divided by the current four faculty in Concentration II with the exception of SPCD 510 and 562. These two courses are currently being taught by faculty in Concentration I. Both of these faculty members have offered to extend their courses to Concentration II. Additionally, we are reestablishing SPCD 512 (Transition). This course will be taught by one of our new faculty members.

**Concentration II  
2013-2016 Three-Year Plan**

SPCD Course	Fall 2013	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016
501		X	X		X	X		X	X	
502			X			X			X	
503*	X	Lesson &	Curricu	X			X			X
504		X			X			X		
505		X			X			X		
544**	Writing	X			X		X	X		
508	X			X			X			X
510	X			X			X			X
593/512		X			X			X		
509/593 ***	Adol.	Reading X	X		X	X		X	X	
514	X		X	X		X	X			X
515	X			X			X			X
517		X			X			X		
518	X			X			X			X
530	X			X			X			X
532		X			X			X		
534			X			X			X	
540	X			X	X on-line		X			X
542		X			X			X		
562		X			X			X		

Shaded Areas show Course changes/revisions or additions

\*Was Universal Design and submitted as a revision to Lesson & Curriculum (503)

\*\* The Writing Instruction... class is being added with the 544 proposed number

\*\*\*The Adol Reading... class is being proposed with a new number 509

As SPCD 512 was sunsetted, we are bringing it with updates/revisions

SPCD 510 and 562 already exist in the Program – we are adding them to CII

Courses 506 and 513 are being sunsetted.

Please note: Currently, this three-year plan is being revised for 2014-2017.

MASTER OF ARTS IN SPECIAL EDUCATION, COLLEGE OF EDUCATION,  
 UNIVERSITY OF NEW MEXICO  
 SPECIAL EDUCATION PROGRAM – DEPARTMENT OF EDUCATIONAL SPECIALTIES

***CONCENTRATION II - LEARNING AND BEHAVIORAL  
 EXCEPTIONALITIES:***

*Studies in Instruction, Curriculum, Collaboration, and Transition of Diverse  
 Exceptional Learners*

Advisement Sheet & Degree Requirements Checklist for Student Planning to  
 Graduate \_\_\_\_\_ (date)

Name: \_\_\_\_\_ Banner ID #: \_\_\_\_\_

Address: \_\_\_\_\_ Advisor: \_\_\_\_\_  
 \_\_\_\_\_ Email: \_\_\_\_\_

Phone: Hm \_\_\_\_\_ Wk \_\_\_\_\_ Cell: \_\_\_\_\_

Mtgs w/ Advisor – Initial: \_\_\_\_\_ Others: \_\_\_\_\_

Program of Studies Submitted: \_\_\_\_\_ Approved: \_\_\_\_\_

Comprehensive exam \_\_\_ project \_\_\_ or thesis: \_\_\_

*State Educational Licensure in Special Education includes the following prerequisite and  
 coursework requirements:*

General Education Coursework: *OR* Course Substitutions: Special Education  
Coursework \*

*N.M. Teacher Assessment* minimum scores: 21 Special Education Hours  
 are required for

6 hrs English, 6 hrs Math *Basic Skills* 240 *Alternate*  
*Licensure and approved by the N.M.*

*Public Education Dept. - see*  
*asterisk (\*)*

6 hrs Learning Theory, Ed. Fdn., *Teacher Competency* 240 courses  
 Child/Adol. Psychology 9 additional hours are

needed for **Standard**

24 hrs in teaching content area: *N.M. Content Knowledge* 240  
*Licensure in Special Education*

*Assessment (if applic.)*



*\* See attached licensure sheet*

*For further information on State Licensure, contact the N.M. Public Education  
Department Licensure & Preparation Unit (505/827-6581, 6587)*

<b>PREREQUISITES</b>	<b>Semester/Year</b>	<b>University</b>	<b>Substitution/Waiver</b>
SPCED 502/At-Risk/Failure	_____	_____	_____
<b>SPCED 501*</b> Ed/Psy of Excep Persons	_____	_____	_____

**COURSES MEETING DEGREE PLAN REQUIREMENTS - SPECIAL  
EDUCATION CONCENTRATION II**

	<b>COURSE</b>	<b>Competency Focus</b>	<b>Credit</b>	<b>Planned Sem/Yr</b>	<b>Completed Sem/Yr</b>	<b>Substitutions/Waiver</b>
<b>C O R E  R E Q U I R E M E N T S</b>	<b>SPCD503*</b>	Methods & Materials: Strategies for Enhancing Learning	3			<i>ECSE (take 551) Gifted (take 576)</i>
	SPCD 506	Fostering Creativity, Cooperation & Problem Solving Among Diverse Lrnrs	3			
	SPCD 508	Collaboration with Family/ School/Community	3			
	SPCD 513	Curriculum Development in Special Educ	3			
	<b>SPCD 514*</b>	Teaching Reading to Students w/Learning & Behavioral Exceptionalities	3			
	<b>SPCD 517*</b>	Assessment for Diverse Lrnrs W/Excep	3			
	<b>SPCD 518 *</b>	Classroom Management & Positive Behavioral Supports	3			
	SPCD 534	Social Competence, Self-Determination & Resiliency	3			
	Add'l reading course (SPCD 593/EC or Adol.)**	Resiliency, Literacy & Rding Skills for Young Children <b>OR</b> Rding Devel. for Adolescents w/Lrng & Behav Exceptional.	3			
	<b>SPCD 504*</b>	Practicum in Special Education	3			
	Research:	Course: _____	3			
Electives:	Course: _____	1-3				
	Specialization (see below) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
	<b>TOTAL HOURS</b>	<b>36-45</b>				

***SPECIALIZATION AREAS***

	<i>Early Childhood Special Education</i>	<i>Emotional/Behavioral Disorders</i>	<i>Gifted and Twice Exceptional</i>	<i>Learning Disabilities</i>
	<b>SPCD 550</b> Intro to ECSE <b>SPCD 551</b> Tchg Young Chdrn w/Exc <b>SPCD 553</b> Advancd Field Seminar	<b>SPCD 530</b> Intro to E/BD <b>SPCD 532</b> Education & Transition of Students w/EBD <b>Others</b> as appropriate	<b>SPCD 570</b> Intro to Gifted Education <b>SPCD 576</b> Instruct. Strategies for Gifted Students <b>SPCD 574</b> Twice Excep Learner	<b>SPCD 540</b> Intro to LD <b>SPCD 542</b> Tchg Students w/LD <b>Others</b> as appropriate

	<b>SPCD 554</b> Extended Study			
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**Possible Electives (plus others not listed):** Must have approval from advisor

- SPCD 510/Special Education Law or SPCD 525/Legal Rights of Persons w/Disabilities
- SPCD 545/Language Issues/Methods: LD,CD, ELL (accepted for A.P.S. LEP requirements)

**ANY OF THE SPECIALIZATION COURSES MAY COUNT AS AN ELECTIVE.**

Student Name: \_\_\_\_\_

BID: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

**MA in Special Education (36 hours minimum):**

<b>Foundations and Characteristics (3 hours)</b>	<b>Planned</b>	<b>Complete</b>	<b>Waiver</b>
SPCD 530/540: Introduction to EBD or LD			
<b>Individual Learning Differences (3 hours)</b>			
SPCD 502: At-Risk for School Failure			
SPCD 562: Teaching Bilingual/Multicultural SPCD			
<b>Learning Environments and Social Interactions (6 hours)</b>			
SPCD 518*: Classroom Management & Positive Behavioral Supports			
SPCD 534: Social Competence, Self-Determination, & Resiliency			
<b>Instructional Planning and Strategies (3 hours)</b>			
SPCD 503*: Instructional and Curricular Planning for Students with Learning and Behavior Exceptionalities			
<b>Curricular Content Knowledge (6 hours; must include one reading course)</b>			
SPCD 509*: Adolescent Reading Instruction for Students with Learning and Behavior Exceptionalities			
SPCD 514*: Teaching Reading to Students with Students with Learning and Behavior Exceptionalities			
SPCD 544: Writing Instruction for Students with Learning and Behavior Exceptionalities			
SPCD 515: Math/Science Instruction for Students with Learning and Behavior Exceptionalities			
<b>Professional Learning and Practice (6 hours)</b>			
SPCD 510: Special Education Law			
SPCD 505: Research in LD/EBD			
<b>Assessment (3 hours)</b>			
SPCD 517*: Assessment for Students with Learning and Behavior Exceptionalities			
<b>Collaboration (3 hours)</b>			
SPCD 508: Collaboration with Family/School/Community			
<b>Advanced Focus Areas (3 hours)</b>			
SPCD 512: Transition Planning for Exceptional Students			
SPCD 532: Education & Transition of Students with EBD			
SPCD 542: Teaching Students with LD			

**MA + Special Education Licensure (courses in addition to MA requirements)**

SPCD 201/501*: Ed/Psy of Exceptional Persons			
Additional SPCD reading course, which may include SPCD 509			
SPCD 504*: Practicum in Special Education			

\* Required for special education licensure

**Comprehensive Exam**

**MA Project**

**MA Thesis**