

C - Small Curricular Revisions : Entry # 2986**Today's Date**

09/15/2023

Your Name

Heidi Summey

Your Email:hsummey@highpoint.edu**Department Chair Name**

Leslie Cavendish

Email address of your department chairlcavendi@highpoint.edu

By checking below I am certifying that my department chair (named above) has seen and approved the courses that are included in this proposal.

Yes

Please select the appropriate school overseeing this proposal:

Education

Which schools does this affect?

- Education

Does this proposal correspond to a particular term?

Fall 2024

Which category does this change fall under?

- Course description

Changes to course number, name, and/or description

Current Course Number & Name (prefix and number)	Proposed New Course Number & Name	Proposed new description	Brief rationale for change
EDU 4110 Technology Integration for	EDU 4110: Instructional Technology for K-12 Classrooms	This course focuses on the use of technology to engage, enhance, and extend learning through integration with curriculum standards for K-12 students. Students will combine technology skills	Name change to cover K-12

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Current Course Number & Name (prefix and number)	Proposed New Course Number & Name	Proposed new description	Brief rationale for change
Elementary K– 6 Classrooms		with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Students will also explore how to use technology to improve formative assessment practices. Prerequisite: Admission to the Educator Preparation Program. Two credits.	
EDU 4009 Technology Integration for Special Education K–12 Classrooms.	EDU 4009 Technology for Inclusive Teaching and Learning	This course aims to equip aspiring educators with the knowledge and practical skills needed to effectively integrate assistive technology into their instructional practices, supporting students with disabilities in reaching their full potential. Students will explore a wide range of assistive technologies and their applications for diverse disabilities and learning needs. The course will cover both low-tech and high-tech solutions, emphasizing a person-centered approach to assistive technology selection and implementation. Students will develop an understanding of the legal and ethical considerations surrounding assistive technology, as well as the principles of Universal Design for Learning (UDL). Prerequisite: Admission to the Educator Preparation Program. Two credits.	To align it to standards specific to special education assistive technology as required by state standards
EDU 4510 Advanced Instructional Technology for the 21st Century	no number or name change	This course offers a comprehensive approach to integrating technology effectively in elementary education. This course combines literacy and STEM-focused instruction, equipping future educators with the skills to enhance teaching and learning through technology. Students will explore ethical technology use, design engaging learning activities, and discover how technology can promote literacy, creativity, critical thinking, and STEM engagement in elementary classrooms. Students will graduate prepared for a dynamic teaching career, enriched by innovative technology integration. Prerequisite: Admission to the B.A. to M.Ed. in Elementary Education	Update technology skills covered.
EDU 4511 Technology Integrated Assessment for Elementary STEM-Based Programs	no number or name change	This course aims to equip students with the knowledge and skills necessary to effectively integrate technology into STEM-focused instruction, empowering them to create engaging, inquiry-driven, and future-ready learning experiences for elementary students. Students will actively engage in hands-on experiences, discussions, and reflective practices to cultivate a deep understanding of how technology can amplify the impact of STEM education in elementary	The description was not complete in the last bulletin

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Current Course Number & Name (prefix and number)	Proposed New Course Number & Name	Proposed new description	Brief rationale for change
EDU 4290 Methods of Teaching Adapted Curriculum K–12	no number or name change	settings. Students will explore skills aimed at nurturing a passion for STEM among their students, helping to prepare them for success in our technology-driven and rapidly evolving world. Prerequisite: Admission to the B.A. to M.Ed. in Elementary Education This course focuses on best practices in curriculum, assessment, and instructional methods for students with low-incidence disabilities. The course covers functional academic, social and life skills, accommodations, and transition to the community, workplace, and post-secondary education for the student with a disability at the secondary level. Course delivery will include the use of cooperative and collaborative group activities, technology, guest speakers, lectures, and media. Prerequisite: Admission to the Educator Preparation Program or minor in Special Education. Three credits.	This corrects and updates information in the course. It will be 3 credits rather than 4. I may need to do another form, but it doesn't change the total credits for the major. Approved in School of Ed
EDU 4142. Special Education Policies and Procedures II	no number or name change	A continuation of EDU 3140, this course focuses on the policies and procedures governing services for students with disabilities in grades K-12. Building on information covered in EDU 3140 the continuing process of the completion of North Carolina state forms used to document delivery of services for students with mild disabilities will be emphasized. The development of an Individual Educational Program, transition planning, monitoring and reporting of progress in general education classrooms, classroom and testing accommodations/ modifications, related services and effective parental and student involvement are topics to be covered. Software programs for writing individualized educational plans in grades K-12 will be utilized. Prerequisite: Admission to the Educator Preparation Program. Four credits.	Corrects the description and adds one credits. 4290 is moving to 3 credits and 4142 is moving to 4 credits due more time needed for the concepts. No change in the major numbers. Approved in School of Ed
EDU 3244. Teaching and Learning Strategies: Practicum in Special Education	no number or name change	Candidates will complete a supervised 30-hour field experience focused on applying research-based principles and teaching strategies for students with high and low incidence disabilities. This course examines characteristics of students with both low and high incidence disabilities The field experience allows the candidate the opportunity for direct observation of the characteristics of students with disabilities. The North Carolina Standards for Special Education	Updates for clarity

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		General Curriculum and Adapted Curriculum Teacher Candidates are also reviewed as part of this course. Prerequisite: Admission into the Educator Preparation Program or Minors in Special Education. Two credits	
EDU 4240. Student Teaching Continuation	no number or name change	description correct. Number of credits 6 hours	Changed from 6 to 8 credits. Approved, but needs to be changed in bulletin
EDU 4545. Assistive Technology and Instructional Support for the 21st Century Classroom.	no number or name change	description okay, remove co-requisites	co-requisites are incorrect
EDU 3243 Struggling Readers and Writers	This course is designed to provide instruction in the teaching of reading and writing to students with persistent academic difficulties. Candidates will use a variety of assessment techniques to plan and implement individualized instruction, monitor progress, and document learning. An emphasis is placed on the effective use of scientifically based instructional approaches for teaching phonological awareness, phonics, fluency, vocabulary, and comprehension. The candidate will plan systematic, explicit, and multisensory lessons to support students with disabilities.	This course is designed to provide instruction in the teaching of reading and writing to students with persistent academic difficulties. Candidates will use a variety of assessment techniques to plan and implement individualized instruction, monitor progress, and document learning. An emphasis is placed on the effective use of scientifically based instructional approaches for teaching phonological awareness, phonics, fluency, vocabulary, and comprehension. The candidate will plan systematic, explicit, and multisensory lessons to support students with disabilities. Prerequisite: Admission into the Educator Preparation Program or Minors in Special Education. Four credits	update description based on current trends in teaching reading
EDU 3140. Policies and Procedures I.	no number or name change	description okay, change-- Prerequisite: Admission into the Educator Preparation Program or Minors in Special Education. Four credits	incorrect information in the bulletin
EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models.	no number or name change	description okay, change-- Prerequisite: Admission into the Educator Preparation Program or Minors in Special Education. Four credits	incorrect information in the bulletin
EDU 1200. Introduction to	no number or name change	This course is an overview of the teaching profession in K–12 schools. The course includes	slight wording change

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Teaching.		seminars and observations in the elementary, middle, or secondary schools. The course is designed to introduce students to the role of the teacher in the K–12 classroom in the areas of their interest and exploring teaching as a career choice. Two credits	
Does this change affect any other departments, schools, or programs besides your own? If so, please describe your consultation process with affected parties.			
No			
Dean Review			
[DEAN] I approve/deny this proposal			
Approve			
Today's Date			
15-09-2023			
Name of Dean (if this is being reviewed by multiple deans, please indicate who approved it first here)			
Amy Holcombe			