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| For Academic Affairs and Research Use Only |
| Proposal Number |  |
| CIP Code:  |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x ] Graduate Council**

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| **[x ]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Joanna Grymes 2/20/2020**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Ronald Towery 2/20/2020**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
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| Mary Elizabeth Spence | 2/25/2020 |
| **Office of Assessment** |  |

 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Wayne Wilkinson 3/8/2020**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Lance G. Bryant 3/11/2020**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Joanna Grymes; grymesj@astate.edu; 970 680 8430

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

FALL 2020.

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ECH** |
| **Number\*** |  | **6713** |
| **Title** |  | **Technology and Early Childhood**  |
| **Description\*\*** |  | **Addresses the emerging research on use of technology with young children in various educational and care settings serving young children and their families. Focus on developmentally appropriate integration of technology in instruction and classroom settings for all young children.**  |

 ***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin. CONFIRMED

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. NO Are there any prerequisites?
	1. If yes, which ones?

no

* 1. Why or why not?

 Enter text...

1. YES Is this course restricted to a specific major?
	1. If yes, which major? MSE Early Childhood Education
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Enter text...

1. **Proposed course type [Modification requested? No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard graduate

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. YES Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Will take the place of TE 6243 in the current MSE Early Childhood program, but TE 6243 is no being deleted

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1 Technology, Digital Natives/Immigrants/Digital Wisdom & Digital Citizenship

Week 2 Screen Time and Copyright & Fair Use

Week 3 MAC/PC/Google Debate & Software and Apps (Mini Software)

Week 4 Internet-Based Learning (IBL)

Week 5 Web 2.0 Tools

Week 6 Assistive Technology & Technology as a Teacher Tools

Week 7 Acceptable Use Policies and Website

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Requires students to have access to hardware, software, internet connections

1. **Department staffing and classroom/lab resources**

The current course TE 6243 is being split into a course specifically for the MAT program (TE 6243) and a course specific to the Early childhood graduate program.

1. Will this require additional faculty, supplies, etc.?

 no

1. NO Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 The course aligns with both the National Association for the Education of Young Children (NAEYC) advanced standards and the standards for International Society for Technology in Education (ISTE). NAEYC standards related to course content include: 1.b Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children; 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity. While all ISTE Standards are relevant, this course would especially respond to: #1 Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning; #3 Educators inspire students to positively contribute to and responsibly participate in the digital word; #5 Educators design authentic, learning-driven activities and environments that recognize and accommodate learner variability; #6 Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. The major purpose of the department is teaching, which contributes significantly toward the accomplishment of the department’s primary goals: preparing Professionally Emerging Teachers and Emerging Professionals in the fields of early childhood education, elementary education, middle grades education, secondary education, and reading.

This course supports master’s level early childhood education teachers in improving their knowledge and skills in using technology in early education.

The course provides an opportunity to support standards that are appropriate for the Master of Science in Education for Early Childhood Education.

c. Student population served.

Graduate students in the early childhood education program; it is possible other educational programs could make use of the course

d. Rationale for the level of the course (lower, upper, or graduate).

Developed specifically for in-service teachers in early childhood settings and graduate level expectations.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course is replacing TE 6243

This course does not contribute an assessment or data directly to the program’s assessment plan.

The course is aligned to the National Association for the Education of Young Children advanced professional preparation standards.

NAEYC standards related to course content include: 1.b Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children; 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.

1. Considering the indicated program-level learning outcome/s (from question #20), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | 1.b Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children; 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.  |
| Assessment Measure | Program capstone portfolio |
| Assessment Timetable | Collected every Semester  |
| Who is responsible for assessing and reporting on the results? | Beverly Gilbert, program coordinator  |

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Candidates will plan lessons for multiple curricular areas which include the use of technologies appropriate to the grade level and content.  |
| Which learning activities are responsible for this outcome? | Readings, videos, class discussions, exploration of various education technologies  |
| Assessment Measure  | Lesson plans will be assessed using rubrics shared with the students along with the assignment  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Candidates will evaluate the quality of various educational technology tools for particular grade level and content purposes, including assistive technologies using a self-created evaluation tool.  |
| Which learning activities are responsible for this outcome? | Readings, videos, class discussions, investigation and exploration of various education technologies  |
| Assessment Measure  | Evaluation tool and written evaluation of technology tool evaluation with a rubric shared with students along with the assignment |

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| **Outcome 3** | Candidates will use a variety of technology tools to create materials for early childhood classroom use.  |
| Which learning activities are responsible for this outcome? | Readings, lecture, videos, class discussions, and opportunities to Investigate and explore use different technologies |
| Assessment Measure  | Creation of classroom materials; rubrics shared with students at time of assignment  |

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| **Outcome 4** | Candidates will create statements of philosophy of use and integration of technology related to digital citizenship and the ethical, legal, and professional use of technologies  |
| Which learning activities are responsible for this outcome? | Readings, lecture, videos, class discussion, review of examples, exploration of school resources/policies  |
| Assessment Measure  | Written AUP (Acceptable Use Policy); philosophy of technology use in classroom; philosophy of digital citizenship for children; rubrics shared with students at time of assignment  |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

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BEFORE:

ECH 660V. Thesis

ECH 6773. Research in Early Childhood Education In-depth examination of current research that documents effective and best practices in early childhood settings. Prerequisite: ELFN 6773.

ECH 6783. Leadership in Early Childhood Education Building upon professional development such as leadership, advocacy and collaboration, this course connects students to the broader contexts of early childhood education and responsibilities to children families, and the profession.

AFTER:

ECH 660V. Thesis

**ECH 6713. Technology and Early Childhood. Addresses the emerging research on use of technology with young children in various educational and care settings serving young children and their families. Focus on developmentally appropriate integration of technology in instruction and classroom settings for all young children.**

ECH 6773. Research in Early Childhood Education In-depth examination of current research that documents effective and best practices in early childhood settings. Prerequisite: ELFN 6773.

ECH 6783. Leadership in Early Childhood Education Building upon professional development such as leadership, advocacy and collaboration, this course connects students to the broader contexts of early childhood education and responsibilities to children families, and the profession.