

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

NEW OR MODIFIED COURSE PROPOSAL FORM

Undergraduate Curriculum Council

Graduate Council

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.

Alicia Shaw 3/18/2022
Department Curriculum Committee Chair

Amanda Lambertus 2/13/2023
COPE Chair (if applicable)

Kimberley Davis 3/18/2022
Department Chair

Mary Jane Bradley 2/24/24
Head of Unit (if applicable)

Wayne Wilkinson 4/4/2022
College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

Mary Elizabeth Spence 1/24/2023
Office of Accreditation and Assessment (new courses only)

Len Frey
Graduate Curriculum Committee Chair

Mary Jane Bradley 1/28/2023
College Dean

General Education Committee Chair (if applicable)

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

Julie Lamb-Milligan, jlamb@astate.edu, 870-680-8339
 Robert Williams, rowilliams@astate.edu, 870-972-2949Fa

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

Fall 2023

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."

3.

	Current (Course Modifications Only)	Proposed (New or Modified) <i>(Indicate "N/A" if no modification)</i>
Prefix		ELSE
Number*		6223
Title (include a short title that's 30 characters or fewer)		Administration and Supervision of Gifted and Talented Shortened Title: Admin and Supervision Gifted
Description**		A comprehensive study of leadership for gifted, talented and creative education programs related to the foundation, structure, efficacy and directorship of them.

* 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 (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

4. 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).

- a. **NO** Are there any prerequisites?
 - a. If yes, which ones?
 - b. Why or why not?
- b. **YES** Is this course restricted to a specific major?
 - a. If yes, which major? **Master of Science in Education Gifted, Talented, and Creative Director Track; Specialist in Education Gifted, Talented, and Creative Director Track**

5. Proposed course frequency [Modification requested? Yes/No]

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

Not Applicable

6. Proposed course type [Modification requested? Yes/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 Only

7. 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 Letter

8. NO Is this course dual-listed (undergraduate/graduate)?

9. 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...

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

a. If yes, what program?

Enter text...

11. NO 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?

Enter text...

Course Details

12. 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.)

Module 1

Lesson 1 – Aligning Gifted Programs to National & State Standards

- Watch Video 1
- Read Chapter 1 – guiding textbook
- Professional Literature Readings

Lesson 2 – Developing a Mission

- Read Chapter 2 – guiding textbook
- Discussion 1
- Issue 1

- ASSIGNMENT – Program Mission Statement

Module 2

Lesson 3 – Leading the Identification Procedures

- Watch Video 2
- Read Chapter 4 – guiding textbook
- Professional Literature Readings

Lesson 4 – Comprehensive Program Design

Defensible Budget

- Read Chapters 5 & 6 – guiding textbook
- Discussion 2
- Issue 2

Module 3

Lesson 5 – Supervising Program Services at the Elementary Level

Supervising Program Services at the Secondary Level

- Watch Video 3
- Read Chapters 7 & 8 – guiding textbook
- Professional Literature Readings

Lesson 6 – Supervising Social & Emotional Needs

Supervising Services for the Twice-Exceptional

- Read Chapter 9 & 10 – guiding textbook
- Discussion 3
- Issue 3
- ASSIGNMENT – Observation & Evaluation of GT Teacher & Feedback

Module 4

Lesson 7 – Collaborating with Families

Planning for Advocacy

- Watch Video 4
- Read Chapters 13 & 14 – guiding textbook
- Professional Literature Readings

Lesson 8 – Developing a Plan for Evaluating Programs

Designing and Supervising Professional Development for GT Teachers

- Read Chapters 16 & 12 – guiding textbook
- Discussion 4
- Issue 4
- ASSIGNMENT – Interview & Analysis of Stakeholder Interviews

Module 5

Lesson 9 – Developing Policies

- Watch Video 5
- Read Chapter 15 – guiding textbook
- Professional Literature Readings

Lesson 10 – Using Scientifically Based Research to Make Decisions

- Read Chapter 17 – guiding textbook
- Discussion 5
- Issue 5

Module 6

- ASSIGNMENT – Supervising Quality Assurance Plan: Quality Assurance Plan

Module 7

- ASSIGNMENT – Supervising Quality Assurance: Quality Assurance Presentation

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

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

None

14. Department staffing and classroom/lab resources

Enter text...

- a. Will this require additional faculty, supplies, etc.?
No

15. 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)

16. Justification for Modification(s)

Enter text...

New Course Justification (New Courses Only)

17. 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 has been developed in order to more directly specialize the program of study for the MSE and EdS in Gifted, Talented, and Creative Director tracks of the area of Curriculum and Instruction. Goals for the course include: 1) To understand (comprehension) national and state standards regarding alignment and accountability for gifted education programs toward establishing a program mission statement. 2) To analyze (analysis) data and make data-driven decisions related to equity, diversity, high-quality technologies and program efficacy. 3) To identify (knowledge) effective means for overseeing identification procedures and adequate services for advanced learning. 4) To understand (comprehend) the responsibility of oversight for high-quality instruction, academic services, non-academic services (i.e., social and emotional needs) and rigor. 5) To develop (application) a defensible budget for program resources and services. 6) To evaluate (evaluation) research and stakeholder input to make program decisions. 7) To analyze (analysis) information from stakeholder interviews to create (synthesis) a quality-assurance plan involving equity, advocacy, and supervision of GT teachers.

- 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 Department of Educational Leadership prepares school leaders to improve P-12 schools in the region. This course will enhance the existing program by providing candidates opportunities to apply knowledge and application of effective leadership principles.

- c. Student population served.

Graduate Level; prepares existing licensed educators for leadership roles

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

Graduate

Assessment

Assessment Plan Modifications (Course Modifications Only)

18. 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")

19. 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 a comprehensive study of leadership for gifted, talented and creative education programs related to the foundation, structure, efficacy and directorship of them.

The course topics include standards-based mission statements, data-driven educational decisions and services, stakeholder advocacy, sustainability of programs, resources and program evaluation.

No SPA or accreditation assessments will be included in this course.

20. Considering the indicated program-level learning outcome/s (from question #19), 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.

Program-Level Outcome 1 (from question #19)	A comprehensive study of leadership for gifted, talented and creative education programs related to the foundation, structure, efficacy and directorship of them. The course topics include standards-based mission statements, data-driven educational decisions and services, stakeholder advocacy, sustainability of programs, resources and program evaluation.
Assessment Measure	Presentations, simulations, discussion boards, field activities, papers
Assessment Timetable	Fall 2, Summer 2
Who is responsible for assessing and reporting on the results?	Program Coordinator of Curriculum and Instruction

(Repeat if this new course will support additional program-level outcomes)

Assessment Plan

Name of Program	Name of Assessment	Form of Assessment	When Assessment is Administered Course and Terms	Faculty Member (s) Responsible
Assessment 1: Content Knowledge	School Building level Assessment (SLLA)	Exam required by State of	Exam administered prior to licensure	Prathima Pattada – Data Assessment Coordinator; Rob

		Arkansas for Licensure		Williams – Program Director
Assessment 2: Content Knowledge	NELP Content Assessment	Project with Rubric	ELAD 6493 Supervised Internship for Curriculum Administrators	Rob Williams, Karen Curtner – Internship course professors
Assessment 3: Instructional Leadership	Clinical Supervision Model	Project with Rubric	ELCI 6083/7083 Supervision and Evaluation of Teaching	Course (Supervision and Evaluation of Teaching) professor – Annette Hux
Assessment 4: Leadership and Management	Site Supervision Report (Site Mentor Evaluation)	Observation	ELCI 6493 Supervised Internship for Curriculum Administrators	Internship course professor – Rob Williams, Karen Curtner
Assessment 5: Supporting P-12 Environment	Action Research to Enhance Teaching and Learning	Performance Based Assessment	ELCI 6533/7533 Theories of Instruction	Course (Theories of Instruction) professor – Rob Williams/LeeAnne Oros
Assessment 6: Family & Community Relations	Key Communicators	Project with Rubric	ELAD 6003/7003 School Community Relations	Course Professor (School Community Relations) – Annette Hux
Assessment 7: Optional	Strategic Communications Plan	Project with Rubric	ELAD 6033 Administration and Supervision of Special Education	Course Professor (Administration and Supervision of Special Education) – Annette Hux

Matrix

Key Assessments/ Assignments	Program Standards/ Learning Outcomes NELP Standards
Assessment 1 Content Knowledge School Leaders Licensure Assessment (SLLA)	All standards are covered by assessment
Assessment 2: Content Knowledge NELP Content Knowledge Assessment ELCI 6493 Curriculum Internship	All standards are covered on the content knowledge assessment
Assessment 3: Skill Assessment Clinical Supervision Model ETCI 6083/7083 Supervision & Evaluation of Teaching	1.1, 1.2, 2.1, 4.1, 4.2, 4.4, 6.3
Assessment 4: Skill Assessment Site Mentor Evaluation ELCI 6493 Curriculum Internship	All standards are covered by assessment

Assessment 5: Skill Assessment Action Research to Enhance Teaching and Learning ELCI 6533/7533 Theories of Instruction	1.2, 4.1, 4.2, 7.3
Assessment 6: Key Communicators ELAD 6003/7003 School Community Relations	5.1, 5.2, 5.3
Assessment 7: Strategic Communications Plan ELAD 6033 Administration and Supervision of Special Education	2.1, 3.3, 4.2, 4.4, 5.1, 5.2, 6.1, 6.2 ,7.3
Assessment 8: Optional	

Course-Level Outcomes

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

Outcome 1	To understand (comprehension) national and state standards regarding alignment and accountability for gifted education programs toward establishing a program mission statement.
Which learning activities are responsible for this outcome?	Video, Chapter 1 & 2, Professional Literature Readings, Program Mission
Assessment Measure	Program Mission assignment

(Repeat if needed for additional outcomes)

Outcome 2	To analyze (analysis) data and make data-driven decisions related to equity, diversity, high-quality technologies and program efficacy.
Which learning activities are responsible for this outcome?	Video, Readings, Quality Assurance Plan & Presentation
Assessment Measure	Quality Assurance Plan and Presentation

Outcome 3	To identify (knowledge) effective means for overseeing identification procedures and adequate services for advanced learning.
Which learning activities are responsible for this outcome?	Video, Discussion Board, Chapter 4, Professional Literature Readings
Assessment Measure	Discussion Board and Issue Paper

Outcome 4	To understand (comprehend) the responsibility of oversight for high-quality instruction, academic services, non-academic services (i.e., social and emotional needs) and rigor.
------------------	---

Which learning activities are responsible for this outcome?	Video, Chapters 7, 8, 9 & 10, Professional Literature Readings
Assessment Measure	Observation and Evaluation of GT Teacher & Feedback

Outcome 5	To develop (application) a defensible budget for program resources and services.
Which learning activities are responsible for this outcome?	Video, Chapter 4, 5, & 6, Professional Literature Readings
Assessment Measure	Comprehensive Program Design Defensible Budget

Outcome 6	To evaluate (evaluation) research and stakeholder input to make program decisions.
Which learning activities are responsible for this outcome?	Video, Chapters 12, 13, 14, & 16, Interview Project
Assessment Measure	Interview & Analysis of Stakeholder Interviews Project

Outcome 7	To analyze (analysis) information from stakeholder interviews to create (synthesis) a quality-assurance plan involving equity, advocacy, and supervision of GT teachers.
Which learning activities are responsible for this outcome?	Interview Project, Quality Assurance Plan and Presentation
Assessment Measure	Quality Assurance Plan and Presentation

Bulletin Changes

Instructions

Please visit <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.

https://catalog.astate.edu/content.php?filter%5B27%5D=ELSE&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=4&expand=&navoid=106&search_database=Filter#acalog_template_course_filter

BEFORE (INSERT):

ELSE 6196. Special Education MAT Internship The Special Education MAT Internship requires supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II must be completed.

ELSE 6223. Administration and Supervision of Gifted and Talented A comprehensive study of leadership for gifted, talented, and creative education programs related to the foundation, structure, efficacy, and directorship of them.

ELSE 6423. Ethical and Legal Issues in Special Education A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.

(AFTER):

ELSE 6196. Special Education MAT Internship The Special Education MAT Internship requires supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II must be completed.

ELSE 6223. Administration and Supervision of Gifted and Talented A comprehensive study of leadership for gifted, talented and creative education programs related to the foundation, structure, efficacy and directorship of them.

ELSE 6423. Ethical and Legal Issues in Special Education A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.