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**New Course Proposal Form**

**[x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Jacques Singleton 4/13/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Steve Bounds 4/14/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 4/21/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Dr. Jacques Singleton, [jsingleton@astate.edu](mailto:jsingleton@astate.edu) and Kimberley Davis, [kimberleydavis@astate.edu](mailto:kimberleydavis@astate.edu);(870) 972-3062

2. Proposed Starting Term and Bulletin Year

Fall 2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

ELSE 4223

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Reading and Language Arts for Exceptional Learners

Short title: RDNG and LANG for EXCPTN LRNS

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

This course provides identification of skill deficiencies, modification of curriculum, designing and implementation of instructional strategies for learners evidencing disabilities in reading and language arts.

6. Prerequisites and major restrictions. (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. Are there any prerequisites? Yes
   1. If yes, which ones?

Admission to Special Education program.

* 1. Why or why not?

The course is designed for students seeking a degree in Special Education K-12.

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Special Education K-12

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

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

Standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

NA

1. Are these courses offered for equivalent credit? Yes / No

Please explain. NA

12. Is this course in support of a new program? No

a. If yes, what program?

13. Does this course replace a course being deleted? No

a. If yes, what course?

NA

14. Will this course be equivalent to a deleted course? Yes

a. If yes, which course?

RDNG 4103

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? Yes

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Dr. Ron Towery, Interim Chair of Teacher Education

[rtowery@astate.edu](mailto:rtowery@astate.edu) ; (870) 680-8097

**Course Details**

17. Outline (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 01: Introduction to Literacy Difficulties

Week 02: Factors Involved in Reading and Writing Difficulties

Week 03: Overview of Assessment

Week 04: Placing Students and Monitoring Progress

Week 05: Assessment of Reading and Writing Processes

Week 06: Assessment of Cognitive, School, and Home Factors

Week 07: Emergent Literacy and Prevention Programs

Week 08: Teaching Phonics, High-Frequency Words, and Fluency

Week 09: Syllabic, Morphemic, and Contextual Analysis and Dictionary Strategies

Week 10: Building Vocabulary

Week 11: Building Comprehension

Week 12: Reading to Learn and Remember in the Content Areas

Week 13: Building Writing Strategies

Week 14: RTI Tier II and III for Students of All Ages

Week 15: Project Presentations and Final Reflections

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Assessment with a student with an identified reading disability or dyslexia that includes a total of 25 clock hours

19. Department staffing and classroom/lab resources

Course will be taught by existing faculty with expertise in the area of reading.

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

No

20. Does this course require course fees? No

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

**Course Justification**

21. Justification for course being included in program. Must include:

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

The course is designed to provide teacher candidates with both a conceptual and working knowledge of assessment for instruction that is fundamentally grounded in teaching reading and language arts to learners in grades K-12 with exceptional learning needs. It is intended to provide teacher candidates with opportunities to understand the policies that influence reading assessment and instruction, become familiar with and practice administering reading assessments, learn instructional reading and writing strategies to address areas of deficit, gain practical ideas that will help to improve literacy instruction for students who are underachieving in the area of reading.

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

This course is a required course in Arkansas State University’s K-12 Special Education degree and licensure program. The B.S. Ed program is an approved program by the Arkansas State Department of Education and accredited by the Council for the Accreditation of Educator Preparation. Thus, the course content has been developed with reference to the licensure and accreditation standards for K-12 Special Education identified by the State of Arkansas, the Council for Exceptional Children, and the National Association for the Education of Young Children. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. In addition, the course has been developed to be congruent with the mission of the College of Education and Behavioral Science as a unit. Specifically, the course addresses the College’s commitment to families and communities, to research-based practices, and to social justice.

c. Student population served.

Undergraduate students enrolled at Arkansas State University who have been formally admitted into the Special Education program.

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

This course will be considered for upper level undergraduate students who demonstrate an appropriate knowledge base of the characteristics of individuals with exceptional learning needs.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness | * 1. **[ ]** Thinking Critically | * 1. **X**  Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. 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?

1. Teacher candidates will demonstrate, synthesize, and apply knowledge of the nature and needs of individuals with exceptionalities.
2. Teacher candidates will utilize and adapt research-based knowledge, theories, and strategies to promote an appropriate and positive learning environment.
3. Teacher candidates will plan and implement formal and informal assessments to identify individuals with exceptionalities, develop individual student goals, and monitor student progress.

24. Considering the indicated program-level learning outcome/s (from question #23), 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)** | Teacher candidates will demonstrate, synthesize, and apply knowledge of the nature and needs of individuals with exceptionalities |
| Assessment Measure | PRAXIS 5354, Course Assignment Rubric, Course Evaluation, Survey, Reflection |
| Assessment  Timetable | Fall, Spring; Annually |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation. |
| **Program-Level Outcome 2 (from question #23)** | Teacher candidates will utilize and adapt research-based knowledge, theories, and strategies to promote an appropriate and positive learning environment |
| Assessment Measure | PRAXIS 5354, Course Assignment Rubric, Course Evaluation, Survey, Reflection |
| Assessment  Timetable | Fall, Spring; Annually |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation. |
| **Program-Level Outcome 3 (from question #23)** | Teacher candidates will plan and implement formal and informal assessments to identify individuals with exceptionalities, develop individual student goals, and monitor student progress. |
| Assessment Measure | Rubric, Course Evaluation, Survey, Reflection |
| Assessment  Timetable | Fall, Spring, Annually |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation. |

**Course-Level Outcomes**

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

1. The teacher candidate will identify, compare, and categorize traits and characteristics of learners with exceptionalities.
2. The teacher candidate will understand and adhere to legal and ethical guidelines for assessing, identifying, and monitoring diverse learners with exceptionalities.
3. The teacher candidate will understand and apply research-based strategies to teach or assess pre-literacy skills appropriate to the needs of learners with exceptionalities.

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| **Outcome 1** | The teacher candidate will identify, compare, and categorize traits and characteristics of learners with exceptionalities. |
| Which learning activities are responsible for this outcome? | Readings, In-Class activities, Informal Reading Inventory Project |
| Assessment Measure | SPA Assessment Informal Reading Inventory Project |
| **Outcome 2** | The teacher candidate will understand and adhere to legal and ethical guidelines for assessing, identifying, and monitoring diverse learners with exceptionalities. |
| Which learning activities are responsible for this outcome? | Readings, In-Class Activities, Fluency Assessment, Narrative or Informational Text Strategy Assignment, Cloze Procedure Assignment, Informal Reading Inventory Project |
| Assessment Measure | SPA Assessment Informal Reading Inventory Project |
| **Outcome 3** | The teacher candidate will understand and apply research-based strategies to teach or assess pre-literacy skills appropriate to the needs of learners with exceptionalities. |
| Which learning activities are responsible for this outcome? | Readings, In-Class Activities, Fluency Assessment, Narrative or Informational Text Strategy Assignment, Cloze Procedure Assignment, Informal Reading Inventory Project |
| Assessment Measure | SPA Assessment Informal Reading Inventory Project |

**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. Follow the following guidelines for indicating necessary changes.**  **\*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.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Paste bulletin pages here...

***ELSE 4223.Reading and Language Arts for Exceptional Learners This course provides identification of skill deficiencies, modification of curriculum, designing and implementation of instructional strategies for learners evidencing disabilities in reading and language arts. Prerequisite, admission to the Special Education program. Fall.***

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