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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[ ] 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 for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Gwendolyn L. Neal 2/21/2019**Department Curriculum Committee Chair** | Julie Lamb Milligan 3/25/2019**COPE Chair (if applicable)** |
| Joan Henley 2/27/2018**Department Chair:**  | Mary Jane Bradley 3/27/2019**Head of Unit (If applicable)**   |
| Wayne W. Wilkinson 3/12/2019**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 3/12/2019**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. Gwendolyn Neal, gneal@astate.edu. (870) 972-3062

2. Proposed Starting Term and Bulletin Year

19-20, Spring 20

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 5653

 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).

Literacy and Language Development for Exceptional Learners

Short Title: Literacy and Language Development

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

Relationship of language acquisition and literacy development for exceptional learners, focusing on the identification, analysis, and correction of literacy development in print knowledge, oral reading fluency, vocabulary, and comprehension.

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

N/A

* 1. Why or why not? N/A

YES Is this course restricted to a specific major?

* 1. If yes, which major? MSE in Special Education Instructional Specialist K-12 or MAT in Special Education K-12

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

NA

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 Only

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

11. 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.)*

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

 NA

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

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

a. If yes, what program?

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

a. N/A

14. NO Will this course be equivalent to a deleted course?

a. If yes, which course?

NA

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

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

16. NO Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

NA

**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  | Course Topic |
| 01 | Foundations of Reading  |
| 02 | Evidence Based Research Practices  |
| 03 | Phonemic Awareness  |
| 04 | Phonics Instruction  |
| 05 | Building Vocabulary  |
| 06 | Reading Comprehension  |
| 07 | Assessment and Monitoring of Language and Literacy Development |

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

None

19. Department staffing and classroom/lab resources

Current faculty in the SPED program will teach this course.

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

 NO

20. **Yes / No** 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)

 Literacy and Language Development for Exceptional Learners is a course designed to introduce teacher candidates to current evidenced -based strategies in teaching literacy development to learners with exceptionalities. Knowledge and skills obtained in this course will equip special educators to assist learners with exceptionalities in learning content specific information whether they are in an inclusive classroom setting or receiving direct instruction within a special education setting. Teacher candidates will be equipped to share the strategies with general education teachers in order to maximize the success of exceptional learners in the general education classroom. This course is being included in the MSE Special Education Instructional Specialist K-12 program to address changes in the upcoming 2019 Council for Exceptional Children Standards.

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 MSE in Education -Special Education Instructional Specialist K-12 program. 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. The mission for the School of Teacher Education and Leadership is to “generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society.” 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.

Graduate teacher candidates enrolled at Arkansas State University who have been formally admitted into the MSE in Special Education Instructional Specialist K-12 program.

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

The course will be considered for graduate 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.

|  |  |  |
| --- | --- | --- |
| * 1. **[ ]** Global Awareness
 | * 1. **[X]** Thinking Critically
 | * 1. **[ ]** 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?

CEC Standard 1.0 Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with developmental and learning experiences for individuals with exceptionalities (CEC, 2015).

CEC Standard 3.0 Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC, 2015).

CEC Standard 4.0 Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making instructional decisions (CEC, 2015).

CEC Standard 5.0 Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (CEC,2015)

CEC Standard 7.0 Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and their personnel from community agencies in cultural responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC, 2015).

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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | CEC Standard 3.4 Exhibit proficiency in the science of reading including Foundational Reading Skills ● Phonological and phonemic awareness ● Concepts of print and the alphabetic principle ● The role of phonics in promoting reading development ● Word analysis skills and strategies Development of Reading Comprehension ● Vocabulary development ● Reading comprehension skills and strategies for imaginative/literary texts ● Reading comprehension skills and strategies for informational/expository texts |
| Assessment Measure | Foundations of Reading Exam for Arkansas assesses candidate’s proficiency and depth of understanding of the subject of reading and writing development. The test reflects scientifically based research. Candidates must have a passing score of 229 to obtain a standard teaching license in Special Education K-12 in the state of Arkansas.  |
| Assessment Timetable | Spring I; Summer 2 |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Henley, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC.  |

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

 **Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | Develop an understanding of literacy, how students develop as readers and writers, and how to support that development  |
| Which learning activities are responsible for this outcome? | Student Literacy Project |
| Assessment Measure  | Foundation of Reading Exam and Student Literacy Project  |

|  |  |
| --- | --- |
| **Outcome 2** | Develop a deep understanding of the theoretical orientations that have and continue to be influential in teaching reading and writing. |
| Which learning activities are responsible for this outcome? | Readings ,Module activities, Independent Reading Project |
| Assessment Measure  | Praxis Content Exam 5354 and Independent Reading Project  |

|  |  |
| --- | --- |
| **Outcome 3** | Develop an awareness of the cultural factors that influence a student’s development of literacy skills  |
| Which learning activities are responsible for this outcome? | Readings, In-class activities, Culture of Literacy Paper |
| Assessment Measure  | Foundations of Reading Exam and Culture of Literacy Paper |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **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.* |

P. 316

**Special Education (ELSE)**

***ELSE 5653. Literacy and Language Development for Exceptional Learners.***

***Relationship of language acquisition and literacy development for exceptional learners, focusing on the identification, analysis, and correction of literacy development in print knowledge, oral reading fluency, vocabulary, and comprehension. Prerequisite, admission to the MSE in Special Education Instructional Specialist K-12 program or MAT in Special Education K-12 program.***