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| For Academic Affairs and Research Use Only | |
| Proposal Number | EBS20 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[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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| --- | --- |
| Annette R. Hux 2/8/2023 **Department Curriculum Committee Chair** | Amanda Lambertus 3/13/2023  **COPE Chair (if applicable)** |
| Annette R. Hux 2/8/2023 **Department Chair** | Mary Jane Bradley 3/31/2023  **Head of Unit (if applicable)** |
| Joanna Grymes 2/17/2023  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 1/27/2023 **Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 2/23/2024 **College Dean** | Len Frey 4/20/2023  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Annette Hux, ahux@astate.edu, 870-972-3062

1. **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.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ELSE** |
| **Number\*** |  | 3233 |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Foundations of Reading for Special Education**  **Short title: Found. of Rdng for SPED** |
| **Description\*\*** |  | Theories of reading and the reading process. Provides a brief history of current trends in reading instruction, specifically for teaching students with disabilities. Includes 10 hours of fieldwork. Prerequisites: ELSE 3643, Admission to the Teacher Education Program. |

***\**** 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.

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. YES Are there any prerequisites? **Pre-requisite/Co-requisite**
   1. If yes, which ones?

* Completed ELSE 3643 Exceptional Student in Regular Classroom with a C or better
* Admitted to the Teacher Education Program
  1. Why or why not?

Exceptional Student explains categories of disabilities in special education.

1. YES Is this course restricted to a specific major? YES
   1. If yes, which major? BSE Special Education K-12
2. **Proposed course frequency [Modification requested? Yes/No]**

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

**Spring, Summer, Fall**

1. **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**

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 **Letter grade**

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

*(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.** – 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?

**NO**

1. 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)? No

a. If yes, which course?

**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.)

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| **Weeks** | **Topic** | **Readings** | **Assignments** |
| Week 1 | Effective Reading Instruction   * Brief History of Current Trends in Reading Instruction * What is Reading * Teachers Make the Difference * Seven Pillars of Effective Reading Instruction | Text: Chapter 1  Handout: Seven Pillars of Effective Reading Instruction  Video: History of Reading Instruction: Trends and Movements | * Quick Write #1-Seven Pillars * Discussion Board #1 History of Reading * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m. * Quiz #1 |
| Week 2 | Oral Language Development   * What Teachers Need to Know About Oral Language * Response to Intervention   Early Reading Instruction   * Involving Families   Phonemic Awareness | Text: Chapter 2, 3  Handout: Utilizing Interactive Read-Aloud to Support Language Development | * Quick Write #2-Early Reading Discussion * Mini-Teach #1 (Phonemic Awareness) * Observation #1-Early Reading Instruction * Quiz #2 |
| Week 3 | Phonics and Word Recognition   * Effective Phonics Instruction   Reading Fluency   * Importance of fluency   Reading Vocabulary   * Effective Instruction | Text: Chapter 4, 5, 6  Website: Looking at Reading Interventions  Video: Explicit Phonics Instruction  Article: Why Reading Fluency Should be Hot (Rasinski) | * Quick Write #3-Phonics, Word Recognition, Fluency, Vocabulary * Mini-Teach #2 Phonics, Fluency, Vocabulary * Observation #2-Phonics, Fluency, Vocabulary * Quiz #3 |
| Mid-Term | Available Online Weeks 1, 2, 3 | | |
| Week 4 | Teaching Reading Comprehension   * Evidence-Based Teaching Practices in Comprehension   Writing   * Strategies for Writing Instruction | Text: Chapter 7, 8  Handout: Strategies for Teaching Reading in Your Classroom  Handout: Science of Reading  Handout: The Role of Speaking and Listening in Reading Comprehension  Handout: Teaching Elementary School Students to Be Effective Writers  Video: Instructional Strategies for Teaching Writing | Quick Write #4 Comprehension   * Discussion Board #2 History of Reading * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m   Mini-Teach #3 Comprehension  Mini-Teach #4 Writing  Observation #3-Comprehension Lesson/Writing Lesson  Quiz #4 |
| Week 5 | Evidence-Based Reading Programs/Tools;   * Core Reading Programs * Assessing Effectiveness of Reading Programs * Response to Intervention   Assessment   * Principles of Reading Assessment * Four Types of Reading Assessment * Screening and Progress-Monitoring Assessment * Outcome/Diagnostic Assessments | Text: Chapter 9,10  Article: Evidence-Based Reading Interventions  Article: measuring Motivation and Engagement in Reding  Video: Response to Intervention – What is It? | Quick Write #5 Reading Programs   * Discussion Board #3 Core Reading Programs * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m   Mini-Teach #5 Choice  Observation #4-Choice  Quiz #5 |
| Week 6 | Effective Reading Instruction and Organization Grades K-3   * Evidenced-Based Teaching Reading Practices in K-3 * Response to Intervention * Motivation and Engagement | Text: Chapter 11  Article: Organizing Your Classroom for Reading Instruction  Video: Response to Intervention  Article: Motivations for Reading  Video: Looking at Reading Intervention | Quick Write #6 Reading Instruction   * Discussion Board #4 Effective Reading Instruction * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m   Mini-Teach #6 Reading Choice  Observation #5-Reading Lesson  Quiz #6 |
| Week 7 | Effective Disciplinary Literacy Instruction Grades 4-8   * Evidence-Based Teaching Reading Practices 4-8 * Response to Intervention * Motivation and Engagement | Text: Chapter 12  Article: Motivation  Video: Motivation-Active Read Alouds  PBS Series: Launching Young Readers | Quick Write #7 Disciplinary Literacy   * Discussion Board #5 Disciplinary Literacy * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m   Quiz #6 |
| **Final** | Available Online Weeks End of Week 7 | | |
| **Quick Writes**: The purpose of Quick Writes is to provide students the opportunity to respond to a question/concern within the context of the Week. The Quick Writes are succinct, but thoughtful and supported with research. Each Quick Write will focus on the topic for the week.  **Discussion Boards**: The purpose for the discussion board activities is for students to be able to write their initial response to information provided (i.e., Seven Pillars of Reading, Teaching Phonemic Awareness, etc.)  **Observations:** The purpose for the observations is for students to have the opportunity to observe teaching literacy in a special education classroom, focusing on particular reading topics. Five observations, two hours each, for a total of 10 hours.  **Mini-Teaches:** The purpose of the six mini-teaches is to provide students the opportunity to develop and teach particular reading lessons (i.e., Phonemic Awareness, Phonics, Fluency, Vocabulary, Writing, Comprehension). The mini-teaches will be submitted to YouTube.  **Quizzes**: The purpose of the week quizzes is to check for understanding of the content in the textbook.  **Exams:** The purpose of the mid-term and final is to check your understanding of the course material. | | | |

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

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

Teacher Candidates will be placed in a public-school special education classroom to observe for 10 hours during the seven-week course.

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

**Faculty member will teach the course online**

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

**NO**

1. **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.*

**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)

This course is specific to pre-teachers who are going to be special educators, working with individuals with disabilities. The course is aligned with the Council for Exceptional Children’s (CEC), Special Program Area (SPA) standards. Pre-service teachers will be introduced to the specific skills and characteristics prominent in teaching reading in a special education classroom. The course goals will include the following: 1. Describe effective reading instruction (CEC Standards 3,5); 2. Explain the importance of oral language development in learning to read (CEC Standard 3, 5, 6); 3. Describe the components of reading instruction (CEC Standards 3,5,6); 4. Describe and select evidence-based practices in teaching reading to students with learning problems (CEC Standards 3, 5, 6); 5. Delineate effective teaching literacy practices for Grades K-3 and 4-12 (CEC Standards 5,6.

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 Special Education Teaching Program is to provide candidates with the following practices/standards/skills: Engaging in professional learning and practice with ethical guidelines; understanding and addressing each individual’s developmental and learning needs; demonstrating subject matter content and specialized curricular knowledge; using assessment to understand the learner and the learning environment for data-based decision making; using effective instruction to support learning, supporting social, emotional, and behavioral growth; and, collaborating with team member. This course will provide information needed for pre-service teachers being licensed in special education.

c. Student population served.

Pre-service teachers in special education

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

Lower level, introductory undergraduate course in special education. This is a practical, hands-on course that offers pre-service special education teachers an initial overview of teaching reading to individuals with disabilities. The course is designed to be taken during the per-service teacher’s sophomore year, after completing the Exceptional Child course and the Introduction to Teaching in a Special Education Classroom, and before starting their methodology courses. The information gained from this course will provide the needed background for the upper level methodology courses and capstone internship.

ELSE 3643 is listed as a prerequisite for this course – it is taken by ALL teacher licensure program students and is an introduction to understanding the basics of the education laws related to special education and for students in the SPED program is an introductory course even though listed as a 3000 level.

**Assessment**

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

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

*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? The
2. Standard 1 Engaging in Professional Learning and Practice within Ethical Guidelines
3. Standard 2 Understanding and Addressing Each Individual’s Developmental and Learning Needs
4. **Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge**
5. Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making
6. **Standard 5 Using Effective Instruction to Support Learning**
7. Standard 6 Supporting Social, Emotional, and Behavioral Growth
8. Standard 7 Collaborating with Team Members

**NOTE: Standards 3, 5 is the primary focus for this course**.

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| **Course Objectives** | **CEC Standards** | **Assessments** |
| 1. Describe effective reading instruction | 3,5 | Quick Writes  Discussion Board  Quiz  Mid-Term/Final |
| 1. Explain the importance of oral language development in learning to read. | 3,5,6 | Quick Write  Mini Teach  Observation  Quiz  Mid-Term/Final |
| 1. Describe the components of reading instruction | 3,5,6 | Quick Write  Mini Teach  Observation  Quiz  Mid-Term/Final |
| 1. Describe and select evidence-based practices in teaching reding to students with learning problems | 3,5,6 | Quick Write  Mini Teach  Observation  Quiz  Mid-Term/Final |
| 1. Delineate effective teaching literacy practices for Grades K-3 and 4-12 | 5,6 | Quick Write  Mini Teach  Observation  Quiz  Mid-Term/Final |

1. 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)** | Demonstrating Subject Matter Content and Specialized Curricular Knowledge |
| Assessment Measure | Assessment 3: Differential Lesson Plan, Assessed in ELSE 4242 Practicum in Special Education, Performance-Based Project with rubric. |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

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

*contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 2 (from question #19)** | **Using Effective Instruction to Support Learning** |
| Assessment Measure | Assessment 4: Student Internship Evaluation. Assessed in ELSE 425V Residency II |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

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

**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** | Describe effective reading instruction |
| Which learning activities are responsible for this outcome? | Quick Write #1 – Seven Pillars of Reading Instruction  Discussion Board #1 History of Reading  Quiz #1  Mid-Term |
| Assessment Measure | Acceptable Rating on Quick Write, Discussion Board, Quiz #1, Mid-Term |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Explain the importance of oral language development in learning to read Describe appropriate use of technology in the special education classroom |
| Which learning activities are responsible for this outcome? | Quick Write #2-Early Reading Discussion  Mini-Teach #1 – Phonemic Awareness  Observation #1 – Early Reading Instruction  Quiz #2  Mid-Term |
| Assessment Measure | Acceptable Rating on Quick Write, Mini-Teach, Observation, Quiz, Mid-Term |

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| **Outcome 3** | Describe the components of reading instruction |
| Which learning activities are responsible for this outcome? | Quick Write #3/#4 Phonics, Fluency, Vocabulary, Comprehension, Writing  Mini-Teach #2/#3/#4 Phonics, Fluency, Vocabulary, Comprehension, Writing  Observation #2/#3 Phonics, Fluency, Vocabulary, Comprehension, Writing  Quiz #3, Quiz #4  Mid-Term |
| Assessment Measure | Acceptable Rating on Quick Write, Mini-Teach, Observation, Quiz, Mid-Term |

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| **Outcome 4** | Describe and select evidence-based practices in teaching reading to students with learning problems |
| Which learning activities are responsible for this outcome? | Quick Write #5 Reading Programs  Discussion Board #3 Core Reading Programs  Mini-Teach #5  Observation #4  Quiz #5  Final Exam |
| Assessment Measure | Acceptable Rating on Quick Write, Discussion Board, Mini-Teach, Observation, Quiz, Final Exam |

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| **Outcome 5** | Delineate effective teaching literacy practices for Grades K-3 and 4-12 |
| Which learning activities are responsible for this outcome? | Quick Write #6, #7 Reading Instruction/Disciplinary Literacy  Discussion Board #4/#5  Mini-Teach #6  Observation #5  Quiz #6  Final Exam |
| Assessment Measure | Acceptable Rating on Quick Write, Discussion Board, Mini-Teach, Observation, Quiz #6, Final Exam |

**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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| **Special Education**  ELSE 3233 – Foundations of Reading for Special Education Sem. Hrs: 3  Theories of reading and the reading process. Provides a brief history of current trends in reading instruction, specifically for teaching students with disabilities. Includes 10 hours of fieldwork. Prerequisites: ELSE 3643, Admission to the Teacher Education Program. Fall, Spring, Summer | |
|  | •  [ELSE 3643 - The Exceptional Student in the Regular Classroom](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4412) **Sem. Hrs:** **3** |
|  | •  [ELSE 4103 - Methods and Materials for Students with Severe or Profound Disabilities](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4413) **Sem. Hrs:** **3** |
|  | •  [ELSE 4113 - Methods and Materials for Students with Mild to Moderate Disabilities](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4414) **Sem. Hrs:** **3** |
|  | •  [ELSE 4123 - Introduction to Autism Spectrum Disorders](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4415) **Sem. Hrs:** **3** |
|  | •  [ELSE 4133 - Behavioral, Academic and Social Interventions](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4416) **Sem. Hrs:** **3** |
|  | •  [ELSE 4143 - Curriculum Programming for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4417) **Sem. Hrs:** **3** |
|  | •  [ELSE 4153 - Assessment and Diagnosis of Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4418) **Sem. Hrs:** **3** |
|  | •  [ELSE 4163 - Introduction to Emotional Behavior Disorders](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4419) **Sem. Hrs:** **3** |
|  | •  [ELSE 4173 - Assistive Technology in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4420) **Sem. Hrs:** **3** |
|  | •  [ELSE 4183 - Characteristics of Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4421) **Sem. Hrs:** **3** |
|  | •  [ELSE 4193 - Special Education Law and Procedures](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4422) **Sem. Hrs:** **3** |
|  | •  [ELSE 4203 - Family and Community Systems](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4423) **Sem. Hrs:** **3** |
|  | •  [ELSE 4212 - Elementary Practicum in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4424) **Sem. Hrs:** **2** |
|  | •  [ELSE 4216 - Special Education Internship Elementary](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4425) **Sem. Hrs:** **6** |
|  | •  [ELSE 4223 - Reading and Language Arts for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4426) **Sem. Hrs:** **3** |
|  | •  [ELSE 4226 - Special Education Internship Secondary](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4427) **Sem. Hrs:** **6** |
|  | •  [ELSE 4233 - Mathematics Strategies for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4428) **Sem. Hrs:** **3** |
|  | •  [ELSE 4242 - Secondary Practicum in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4429) **Sem. Hrs:** **2** |