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

**New Emphasis, Concentration, Option, or Minor Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Gwendolyn L. Neal | 3/5/2021 |   **Department Curriculum Committee Chair** | |  |  | | --- | --- | | Alicia Shaw | 9/16/2021 |   **COPE Chair (if applicable)** |
| |  |  | | --- | --- | | Joan Henley | 3/5/2021 |   **Department Chair** | |  |  | | --- | --- | | Mary Jane Bradley | 9/18/2021 |   **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Wayne Wilkinson | 9/1/2021 |   **College Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Undergraduate Curriculum Council Chair** |
| |  |  | | --- | --- | | Mary Jane Bradley | 9/8/2021 |   **College Dean** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** | |  |  | | --- | --- | | Alan Utter | 10/25/2021 |   **Vice Chancellor for Academic Affairs** |

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

Dr. Kimberley Davis, [kimberleydavis@astate.edu](mailto:kimberleydavis@astate.edu), (870) 972-3607

1. **Proposed Starting Date**

**Summer 2022**

Enter text...

1. **Title of degree program:**

MSE Special Education K-12

1. **Proposed name of new option/concentration/emphasis/minor:**

MSE Special Education Program will have two tracks to include: Special Education- Instructional Specialist K-12 and the Early Childhood and Special Education Integrated B-K program.

1. **Reason for proposed action that includes rationale, goals, and student population served:**

The Educator Preparation Provider (EPP) conducts an annual needs assessment of all programs offered in the state. The EPP has identified that there is a need for an early childhood/special education program in North East Arkansas to enhance the development of young children with disabilities across developmental domains. There are current shortages identified by the state in terms of early childhood special educators.

1. **Provide the following:**
   1. Curriculum outline - List of courses in new option/concentration/emphasis/minor – Underline required courses

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Hours** |
| ECH 6113 | Applied Child Development | 3 |
| ECH 6123 | Creating Developmentally Appropriate Environments for B-K | 3 |
| ECH 6133 | Curriculum and Play for Young Children | 3 |
| ECH 6543 | Administration and Supervision of Programs for Young Children | 3 |
| ELSE 5083 | Collaboration for Special Education Service Delivery | 3 |
| ELSE 5653 | Language and Literacy for Exceptional Learners | 3 |
| ELSE 5743 | Assessment of Young Children with Exceptionalities | 3 |
| ELSE 5753 | Methods of Working with Young Children with Exceptionalities | 3 |
| ELSE 6083 | Culturally Responsive Teaching | 3 |
| ELSE 6113 | Foundations of Early Childhood and Special Education | 3 |
| ELSE 6163 | Positive Behavior Intervention and Support | 3 |
| ELSE 6563 | Internship in Early Childhood Special Education Birth to Kindergarten | 3 |
| **Total Hours** | | **36 hours** |

* 1. Total semester credit hours required for option/emphasis/concentration/minor

36 hours

* 1. Student demand (projected enrollment) for program option

We estimate that our enrollment will begin with about 25 students enrolling the first semester and we will continue to gain approximately 30-40 students per term and by the end of five years we should have a consistent enrollment of approximately 100 students per year. We anticipate the enrollment to continue to increase after the initial five year period due to the need for early childhood special education teachers in the state of Arkansas.

1. **Will the new option/emphasis/concentration/minor be offered:**
   1. **Traditional/Face-to-face**  No
   2. **Distance/Online** Yes
      1. **If yes, indicate mode of distance delivery, and the percentage of courses offered via this modality (<50%, 50-99%, or 100%).**

100% online

* + 1. **If online, will it be offered through Global Initiatives/Academic Partnerships (AP)?**

Yes

1. **Specify the amount of the additional costs required, the source of funds, and how funds will be used.**

N/A

**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. 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.** |

Early Childhood and Special Education Integrated Birth to Kindergarten Program

ECH 6113, Applied Child Development, 3

ECH 6123, Creating Developmentally Appropriate Environments for B-K, 3

ECH 6133, Curriculum and Play for Young Children, 3

ECH 6543, Administration and Supervision of Programs for Young Children, 3

ELSE 5083, Collaboration of Special Education Service Delivery, 3

ELSE 5653, Language and Literacy for Exceptional Learners, 3

ELSE 5743, Assessment of Young Children with Exceptionalities, 3

ELSE 5753 Methods of Working with Young Children with Exceptionalities, 3

ELSE 6083, Culturally Responsive Teaching, 3

ELSE 6113, Foundations of Early Childhood and Special Education, 3

ELSE 6163, Positive Behavior Interventions and Supports, 3

ELSE 6563, Internship in Early Childhood Special Education B-K, 3

Subtotal 36

Total Required Hours: 36

**P. 71**

**College of Education and Behavioral Science**

**MISSION STATEMENT**

The faculty of the College of Education and Behavioral Science teach, conduct research, and provide community and professional service in the areas of pedagogy, behavioral sciences, physical education and leisure studies, and advanced education-related professional studies. Instructional programs are offered within a student-centered organizational context that values diversity, innovation, and professional reflection; these programs are delivered by a faculty committed to the beliefs that (a) every student can learn, and (b) teachers themselves model commitment to learning by visibly demonstrating

their own continuing personal and professional growth.

**DEGREES OFFERED**

The College of Education and Behavioral Science offers work leading to the following graduate

degrees with emphasis areas as noted:

A. Doctor of Education Degree in Educational Leadership

B. Specialist in Education Degree

1. Educational Leadership

2. Psychology and Counseling

3. Reading

C. Master of Arts in Teaching

1. Elementary Level

2. Middle Level

3. Special Education K-12

4. Business Technology

D. Master of Science in College Student Personnel Services

E. Master of Science in Early Childhood Services

F. Master of Science in Exercise Science

G. Master of Science in Psychological Science

H. Master of Science in Sport Administration

I. Master of Science in Education Degree

1. Curriculum and Instruction

2. Early Childhood Education

3. Educational Leadership

4. Educational Theory and Practice

5. Physical Education

6. Reading

7. School Counseling

8. Special Education

a. Gifted, Talented, and Creative

b. Instructional Specialist Grades K-12

c. Early Childhood and Special Education Integrated B-K

J. Certificate in Clinical Mental Health Counseling

K. Certificate in Dyslexia

L. Certificate in Educational Leadership

1. Building Level Administration

2. Curriculum Director

3. Gifted, Talented & Creative Director

4. Instructional Specialist - Gifted, Talented & Creative

5. K-12 Special Education

6. Special Education Director

7. Superintendent

M. Certificate in Play Therapy

All programs listed above are governed by the general requirements for graduate degrees conferred by Graduate Programs unless specific requirements are designated.

**P. 71 Changes are highlighted in yellow**

**College of Education and Behavioral Science**

**MISSION STATEMENT**

The faculty of the College of Education and Behavioral Science teach, conduct research, and provide community and professional service in the areas of pedagogy, behavioral sciences, physical education and leisure studies, and advanced education-related professional studies. Instructional programs are offered within a student-centered organizational context that values diversity, innovation, and professional reflection; these programs are delivered by a faculty committed to the beliefs that (a) every student can learn, and (b) teachers themselves model commitment to learning by visibly demonstrating their own continuing personal and professional growth.

**DEGREES OFFERED**

The College of Education and Behavioral Science offers work leading to the following graduate

degrees with emphasis areas as noted:

A. Doctor of Education Degree in Educational Leadership

B. Specialist in Education Degree

1. Educational Leadership

2. Psychology and Counseling

3. Reading

C. Master of Arts in Teaching

1. Elementary Level

2. Middle Level

3. Special Education K-12

4. Business Technology

D. Master of Science in College Student Personnel Services

E. Master of Science in Early Childhood Services

F. Master of Science in Exercise Science

G. Master of Science in Psychological Science

H. Master of Science in Sport Administration

I. Master of Science in Education Degree

1. Curriculum and Instruction

2. Early Childhood Education

3. Educational Leadership

4. Educational Theory and Practice

5. Physical Education

6. Reading

7. School Counseling

8. Special Education

a. Gifted, Talented, and Creative

b. Instructional Specialist Grades K-12

c. Early Childhood and Special Education Integrated B-K

J. Certificate in Clinical Mental Health Counseling

K. Certificate in Dyslexia

L. Certificate in Educational Leadership

1. Building Level Administration

2. Curriculum Director

3. Gifted, Talented & Creative Director

4. Instructional Specialist - Gifted, Talented & Creative

5. K-12 Special Education

6. Special Education Director

7. Superintendent

M. Certificate in Play Therapy

All programs listed above are governed by the general requirements for graduate degrees conferred by Graduate Programs unless specific requirements are designated.

**Pg. 138**

**Program of Study for the Master of Science in Education Degree**

**in Special Education Instructional Specialist Grades K-12 and**

**Early Childhood and Special Education Integrated B-K**

**PURPOSE OF THE DEGREE**

The purpose of the M.S.E. degree in Special Education is to offer educators an advanced performance-based program of study based on the recommendations of professional organizations and accrediting associations such as the Council for Exceptional Child (CEC) and the Council for the Accreditation of Educator Preparation (CAEP). The program offers two program tracks which include the Instructional Specialist K-12 and the Early Childhood and Special Education Integrated B-K.

The Instructional Specialist K-12 program prepares personnel to work in a variety of professional roles with children with disabilities, kindergarten through grade 12, and their families. The Early Childhood and Special Education Integrated B-K track prepares personnel to work in a variety of professional roles in an early childhood setting with young children birth to kindergarten and their families. Upon completion of this M.S.E. degree program, students are eligible for endorsement in special education in Arkansas. Students seeking endorsement in special education without pursuing the M.S.E. degree should see an adviser for an analysis of completed courses and a suggested program of study.

**ADMISSION REQUIREMENTS**

Students seeking admission into the Master of Science in Education degree program in Special

Education in either the Instructional Specialist Grades K -12 or Early Childhood and Special Education Integrated B-K must meet the admission requirements of Graduate

Admissions and the specific program requirements as follows:

• Hold a valid teaching license.

• Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00

scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated

courses, are considered in computing the GPA.

• Have a written commitment from a practitioner who will function as your mentor during

the program.

• No felony record

**ADDITIONAL REQUIREMENTS**

* Students who adhere to the schedule should be able to complete the program in 24months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A candidate has six years to complete the degree.
* A-State will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video, and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
* A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc.) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
* The capstone experience serves as the comprehensive examination for the degree. All MSE candidates and ADE licensure candidates (those on an Additional Licensure Plan or obtaining a Program of Study – 18 hours for any reason) must complete and pass the Praxis II in Special Education, according to Arkansas Department of Education passing score guidelines, before entering the internship experience.

Laboratory Experiences.

* All students must complete a portfolio that is a culmination of authentic performance-based assessments completed throughout the program. Some examinations will be taken online while others will require the student to go to a location where the examination will be proctored.