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

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x ] 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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| --- | --- |
| Joanna Grymes 9/30/2020**Department Curriculum Committee Chair** | Joanna Grymes 3/11/2021**COPE Chair (if applicable)** |
| Ron Towery 9/30/2020**Department Chair** | Mary Jane Bradley 3/15/2021**Head of Unit (if applicable)**   |
| Wayne Wilkinson 10/6/2020**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/3/2021**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Lance G. Bryant. 3/4/2021**College Dean** | Alan Utter 4/28/2021**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Joanna Grymes, grymesj@astate.edu; 870-680-8430

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

SUMMER 2021...

**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.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ECH** |
| **Number\*** |  | **6113** |
| **Title** |  | **Applied Child Development** |
| **Description\*\*** |  | **Focusing on birth to kindergarten age, understanding and applying knowledge of development of all young children to effectively assess and support development across a variety of contexts; including considerations of diverse characteristics of children, families, and communities.**  |

 ***\**** (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 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. NO Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

Foundational course for program content

1. YES Is this course restricted to a specific major?
	1. If yes, which major? MSE in Early Childhood and Special Education Integrated Birth – K; MAT, MS Early Childhood Services; MSE Early Childhood Education
2. **Proposed course frequency [Modification requested? Yes/No]**

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

NA

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 only

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 (graduate)

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

1. YES Is this course in support of a new program?

a. If yes, what program? MSE Early Childhood Special Education Integrated Birth – K

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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)?

a. If yes, which course?

Enter text...

**Course Details**

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

|  |  |  |
| --- | --- | --- |
| Module = Week for 7 week class | Course objectives | Assignments |
| 1: Introduction and Review of Principles, Domains, and Methods of Assessment of Development for Children Birth to Age 6 | #3 Explains the inter-relatedness of developmental domains, especially for very young children, and makes application for planning for environments#4 Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families#6 Develops a variety of developmentally appropriate observational assessment tools to collect, analyze, and apply child development data | * Introduction and Assessment test;
* Introductory Discussion Board;
* Content Discussion Board;
 |
| 2: Ecological Systems of Development; Multiple Influences on Development and Personal Reflections | #3 Explains the inter-relatedness of developmental domains, especially for very young children, and makes application for planning for environments#4 Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families | * Content Discussion Board;
* Development, Diversity, and Self-Reflection assignment;
* Influences on development test
 |
| 3: Physical and Adaptive Domains: Understanding Developmental Principles, Patterns, and Application | 1: Knows developmental sequences and milestones across all domains (Cognitive, language {single and dual language learning}, social, emotional, physical, adaptive) for children birth through kindergarten# 2 Identifies characteristics of typical, atypical, and delayed development for children birth to 6, and how these characteristics impact continued development and implementation of services across language, cognitive, physical, social and emotional domains#4 Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families#5 Uses knowledge of development in general and related to individual children to describe characteristics of responsive and supportive environments across the domains and with consideration of diverse developmental characteristics#6 Develops a variety of developmentally appropriate observational assessment tools to collect, analyze, and apply child development data | * Content Discussion Board;
* Physical Development test;
* Case study;
* begin working on Observation Assessment Tools Project
 |
| 4. Social and Emotional Domains, Infant/Early Childhood Mental Health: Understanding Developmental Principles, Patterns and Application | #1: Knows developmental sequences and milestones across all domains (Cognitive, language {single and dual language learning}, social, emotional, physical, adaptive) for children birth through kindergarten# 2 Identifies characteristics of typical, atypical, and delayed development for children birth to 6, and how these characteristics impact continued development and implementation of services across language, cognitive, physical, social and emotional domains#4 Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families#5 Uses knowledge of development in general and related to individual children to describe characteristics of responsive and supportive environments across the domains and with consideration of diverse developmental characteristics#6 Develops a variety of developmentally appropriate observational assessment tools to collect, analyze, and apply child development data | * Content Discussion Board;
* Physical Development test;
* Case study;
* begin working on Observation Assessment Tools Project
 |
| 5. Cognitive Domain: Understanding Developmental Principles, Patterns, and Application | #1: Knows developmental sequences and milestones across all domains (Cognitive, language {single and dual language learning}, social, emotional, physical, adaptive) for children birth through kindergarten# 2 Identifies characteristics of typical, atypical, and delayed development for children birth to 6, and how these characteristics impact continued development and implementation of services across language, cognitive, physical, social and emotional domains#4 Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families#5 Uses knowledge of development in general and related to individual children to describe characteristics of responsive and supportive environments across the domains and with consideration of diverse developmental characteristics#6 Develops a variety of developmentally appropriate observational assessment tools to collect, analyze, and apply child development data | * Content Discussion Board;
* Physical Development test;
* Case study;
* begin working on Observation Assessment Tools Project
 |
| 6. Language (And Literacy) Domain: Understanding Developmental Principles, Patterns, and Application | #1: Knows developmental sequences and milestones across all domains (Cognitive, language {single and dual language learning}, social, emotional, physical, adaptive) for children birth through kindergarten# 2 Identifies characteristics of typical, atypical, and delayed development for children birth to 6, and how these characteristics impact continued development and implementation of services across language, cognitive, physical, social and emotional Domains#4 Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families#5 Uses knowledge of development in general and related to individual children to describe characteristics of responsive and supportive environments across the domains and with consideration of diverse developmental characteristics#6 Develops a variety of developmentally appropriate observational assessment tools to collect, analyze, and apply child development data | * Content Discussion board;
* Language and Literacy Domain test
* Case study
* Observational Assessment Tools Project Due
 |
| 7. Working with Families and Other Professionals | #4 Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families# 8 Describes approaches to include others (such as family members, other professionals) in the collection, analysis, and application of child development information to create appropriate settings and services for young children | * Content Discussion Board
* Working with Other Professionals test;
* Family and Professional Collaboration Project
 |

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

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

None

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

Sufficient resources in place from MSE Early Childhood Education and MS Early Childhood Services

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

 NO

1. 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)**

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 is a foundational course for the certificate to prepare individuals with either an Elementary Education K6 or Special Education K12 license to add on the Arkansas Early Childhood/Special Education Integrated Birth to Kindergarten license. This course focuses on understanding and applying child development for children birth through kindergarten age. The following standards are addressed by the course objectives: Arkansas Teaching Standards (ATS), AR Teacher Excellence and Support System (TESS), Arkansas Competencies for Early Childhood/Special Education Birth to Kindergarten license, National Association for the Education and Young Children professional preparation standards, and the Council for Expectation Children’s initial professional preparation standards. Course objectives are also aligned to content of the required Praxis Content Exam for the license (Interdisciplinary Early Childhood Education #5023). Knowledge of development for typically, atypically, and developmentally delayed children serves as the basis for the course.

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 primary mission of the Department of Teacher Education is to prepare teachers; this course helps support preparing individuals for the Early Childhood/Special Education Integrated Birth to Kindergarten license.

c. Student population served.

Master’s degree students planning to add the Birth to Kindergarten licensure.

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

Adding a license requires already having earned a teaching license; this puts the program at the Master’s/graduate level.

**Assessment**

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

1. **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”)**

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?

This course supports the outcome: Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities

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)** | Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities |
| Assessment Measure | Direct Assessment: Praxis Content #5023 Praxis Interdisciplinary Early Childhood Education exam  |
| Assessment Timetable | Each semester students complete the program beginning Fall 2021 |
| Who is responsible for assessing and reporting on the results? | Certificate Program Coordinator and ECE Grad Programs Coordinator Dr. Davis  |

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

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities |
| Assessment Measure | Direct AssessmentAssessment # 2 Developmental Child Study Project  |
| Assessment Timetable | Beginning Fall 2022  |
| Who is responsible for assessing and reporting on the results? | Course Instructors: Beverly Boals-Gilbert Program Coordinator:Kimberley Davis  |

 *(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?

|  |  |
| --- | --- |
| **Outcome 1** | Knows developmental sequences and milestones across all domains (Cognitive, language {single and dual language learning}, social, emotional, physical, adaptive) for children birth through kindergarten |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observations, class discussions  |
| Assessment Measure  | Tests |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Identifies characteristics of typical, atypical, and delayed development for children birth to 6, and how these characteristics impact continued development and implementation of services across language, cognitive, physical, social and emotional domains |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observations/content, class discussions |
| Assessment Measure  | Tests, case studies  |

|  |  |
| --- | --- |
| **Outcome 3** | Explains the inter-relatedness of developmental domains, especially for very young children, and makes application for planning for environments |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observation/content, class discussions |
| Assessment Measure  | Test; case study; discussion board |

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| --- | --- |
| **Outcome 4** | Considers how the multiple influences on development, including the child, family, and community, impact learning, development, and appropriate services for both children and families |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observations/content, class discussions |
| Assessment Measure  | Test;, case studies; discussion board |

|  |  |
| --- | --- |
| **Outcome 5** | Uses knowledge of development in general and related to individual children to describe characteristics of responsive and supportive environments across the domains and with consideration of diverse developmental characteristics |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observations/content, class discussions |
| Assessment Measure  | Test; case studies; discussion board |

|  |  |
| --- | --- |
| **Outcome 6** | Develops a variety of developmentally appropriate observational assessment tools to collect, analyze, and apply child development data |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observations/content, class discussions |
| Assessment Measure  | Tests, Observational Assessment tools project  |

|  |  |
| --- | --- |
| **Outcome 7** | Identifies how own beliefs and perspectives can impact understanding and application of developmental and contextual information |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observations/content, class discussions |
| Assessment Measure  | Written assignment/self-reflection  |

|  |  |
| --- | --- |
| **Outcome 8** | Describes approaches to include others (such as family members, other professionals) in the collection, analysis, and application of child development information to create appropriate settings and services for young children |
| Which learning activities are responsible for this outcome? | Readings, lecture, video observations/content, class discussions |
| Assessment Measure  | Test, Family and Professional Collaboration Project; discussion board |

**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.**  |

CURRENT

P 323

Early Childhood Education (ECH)

ECH 5033. Learning and Development in Children A study of relevant child development data, encompassing development from conception to the middle years of childhood. Practical application of learning theory is provided to the student through a variety of hands-on experiences and observation.

ECH 5061. Early Childhood Education Symposium A symposium with an identified theme relating to current events or needs in the field of early childhood education. Designed for early childhood professionals (May be repeated).

ECH 6423. Documenting Young Children’s Learning and Development Creating, selecting and appropriately using a variety of documentation tools in multiple early childhood settings, including observational methods and standardized assessments; and partnering with families and other professionals with reference to assessment issues.

AFTER

Early Childhood Education (ECH)

ECH 5033. Learning and Development in Children A study of relevant child development data, encompassing development from conception to the middle years of childhood. Practical application of learning theory is provided to the student through a variety of hands-on experiences and observation.

ECH 5061. Early Childhood Education Symposium A symposium with an identified theme relating to current events or needs in the field of early childhood education. Designed for early childhood professionals (May be repeated).

ECH 6113 Applied Child Development Focusing on birth to kindergarten age, understanding and applying knowledge of development of all young children to effectively assess and support development across a variety of contexts; including considerations of diverse characteristics of children, families, and communities.

ECH 6423. Documenting Young Children’s Learning and Development Creating, selecting and appropriately using a variety of documentation tools in multiple early childhood settings, including observational methods and standardized assessments; and partnering with families and other professionals with reference to assessment issues.