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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**

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| --- |
| **[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)**

Dr. 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.”*

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| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ECH**  |
| **Number\*** |  | **6133** |
| **Title** |  | Curriculum and Play for Young Children, Birth – K  |
| **Description\*\*** |  | Creating developmentally appropriate play-based, meaningful and individually challenging curriculum that promotes comprehensive developmental learning outcomes in all domains inclusive of culture, ability, ethnicity and linguistic backgrounds. Focuses on ages Birth – K. |

 ***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit ourses, 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? No
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

 Enter text...

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.*

Enter text...

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.** – **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

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]**

(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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| Week 1Understanding Play – Theory and Research  | Learning through Play: A Foundation - Characteristics, Theories and Types of Play for Birth – K: Developmental Characteristics of Infants, Toddlers, and Preschoolers, Kindergarteners with wide ranges of needs and ability levels.  |
| Week 2Program Models and Developmentally Appropriate Play-based Curriculum  | Influences of Play and Learning Theories on current Early Childhood Program types and Models: Montessori, Reggio Emilia, High Scope, Project-Approach, Head Start. Defining, understanding and creating developmentally Appropriate Play-Based Curriculum focusing on development in all domains: cognitive, language, literacy, social, emotional, and physical.  |
| Week 3Schedules, Play-Based Activities and Experiences, designed to Promote Learning and Development based on cultural and ability level unique needs and characteristics within the Indoor and Outdoor Environment  | Daily schedules balanced with adult directed and child-initiated activities. Selection of developmentally and individually appropriate strategies, resources and materials to provide routine and activity-based learning experiences within an appropriate indoor and outdoor environment. Developing play-based curriculum experiences and plans based on individual abilities, interests, learning environments, and cultural and linguistic characteristics, factors, and needs. Planning and demonstrating the ability to adapt learning experiences for individuals with exceptionalities.  |
| Week 4Collaboration with Families and Professionals in Curriculum Development based upon service plans (IFSP)  | Collaboration with Families and Professionals to adapt and individualize play-based curriculum and instructional strategies and plans for children and families including those with special needs and disabilities. Designing appropriate activities and experiences for implementation within the natural and least restrictive environment that align with individualized service plans; Creating developmentally appropriate curriculum plans for child-initiated and teacher-directed, mixed grouping strategies including peer to peer, small group and whole group experiences based on individual developmental abilities. |
| Week 5Adaptive equipment, materials, and resources within the play-based curriculum chosen for specific needs  | Play-based curriculum inclusive of augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of all individuals, including those with exceptionalities. Creating and designing effective strategies and tools for early education, including appropriate uses of technology and adaptive materials, instructional strategies, resources and equipment.  |
| Week 6Guiding children and behaviors within the play-based environment to promote maximum growth, development, and learning. Observing and Assessing children’s play and development  | Strategies for Guiding Play within the Indoor and Outdoor environment, selecting and producing high quality curriculum plans and learning activities. Observation, Assessment, and Modification of Play-based Curriculum Experiences based on individual child response, development, and outcomes.  |
| Week 7Play-based Curriculum Integration  | Integrating play-based curriculum activities across the curriculum – Language and Literacy, Book Center, Creative Drama, Ark, Music, Movement, Mathematics, Blocks, Science, Technology and Digital Arts  |

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 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 creating developmentally appropriate play-based environments 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).

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 teaching 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?

PLO: Use knowledge of general and specialized curricula to individualize learning 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.*

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| **Program-Level Outcome 1 (from question #19)** | Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. |
| Assessment Measure | Assessment #3 Differentiated Lesson Plan (lesson plan) |
| Assessment Timetable | Beginning Fall 2021 |
| Who is responsible for assessing and reporting on the results? | Course Instructors:Beverly Boals-Gilbert Program Coordinator:Kimberley Davis  |

**Course-Level Outcomes**

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

 1.0, 1.1, 1.2 Learner Development and Individual Learning Differences

2.0, 2.1, 2.2, 2.3 Learning Environments

 3.0, 3.1, 3.2, 3.3 Curriculum Content Knowledge

 5.0, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7 Instructional Planning and Strategies

 6.0, 6.1, 6.3 Professional Learning and Ethical Practice

 7.0, 7.1 Collaboration

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| **Outcome 1** | Creates and plans developmentally appropriate play-based curriculum utilizing knowledge of developmental characteristics, domains, milestones and sequences to create and plan developmentally appropriate play-based curriculum  |
| Which learning activities are responsible for this outcome? | Lecture, readings, Chapter PowerPoints, needed to begin the course assignment using developmental characteristics in a domain to create a play-based curriculum experience for each age group, Infant, Toddler, Preschooler, and Kindergartener following required readings, video observations. Discussion Board utilized to share and reinforce concepts.  |
| Assessment Measure  | Formative evaluation, scoring rubrics  |

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| **Outcome 2** | Creates developmentally appropriate play-based curriculum utilizing knowledge of an appropriate indoor and outdoor environment for ages birth – five – Kindergarten, including integration of content.  |
| Which learning activities? | Assignment to create play-based curriculum in learning environments or classrooms for Infants, Toddlers, Preschoolers, and Kindergarteners focusing on areas and centers indoors and outdoors. Content will be taught and reinforced with readings, lecture, video observations, research, class discussions, assignments and discussion board.  |
| Assessment Measure  | Formative evaluation, scoring rubrics  |
| **Outcome 3** | Demonstrates knowledge of curriculum content appropriate for children of different abilities and demonstrates the ability to utilize a variety of tools of inquiry to create a play-based curriculum with access by all, for ages birth – K.  |
| Which learning activities? | Course Assignments to reinforce content of Outcome 3 – including readings, lecture, video observations, research, class discussions, assignments and discussion board |
| Assessment Measure  | Formative evaluation, scoring rubrics  |
| **Outcome 4** | Creates a developmentally appropriate play-based curriculum inclusive of instructional strategies to address cultural and linguistic, and exceptionality and unique needs and ability levels utilizing a variety of technologies as needed.  |
| Which learning activities? | Course Assignment creating appropriate play-based curriculum and instructional strategies based on Outcome 4 content reinforced with readings, lecture, video observations, research, class discussions, additional assignments and discussion board |
| Assessment Measure  | Formative evaluation, scoring rubrics  |
| **Outcome 5** | Demonstrates the ability to develop play-based curriculum and developmentally appropriate instructional practices inclusive of adaptive and assistive technologies, education and transition plans based on the individual IEP or IFSP.  |
| Which learning activities? | Course Assignment creating appropriate play-based curriculum based on Outcome 5 content reinforced with readings, lecture, video observations, research, class discussions, additional assignments and discussion board.  |
| Assessment Measure  | Formative evaluation, scoring rubric  |
| **Outcome 6** | Demonstrates the ability to assess the effectiveness of a play-based curriculum and to make modifications, adjustments, and changes as needed based on individual infant, toddler, preschooler and kindergartener performance.  |
| Which learning activities? | Cumulative Course Project  |
| Assessment Measure  | Formative evaluation, scoring rubrics |
| **Outcome 7** | Demonstrates the ability to collaborate with families and professionals following established ethical principles to create developmentally appropriate play-based curriculum and instructional practices.  |
| Which learning activities? | Final Course Project  |
| Assessment Measure  | A part of the formative evaluation measures used to determine the Summative Grade , scoring rubrics  |

**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.**  |

P 323

Original

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 ap-plication 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, select-ing 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

REVISED

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ECH 6133 Curriculum and Play for Young Children, Birth-K

Creating developmentally appropriate play-based, meaningful and individually challenging curriculum that promotes comprehensive developmental learning outcomes in all domains inclusive of culture, ability, ethnicity and linguistic backgrounds. Focuses on ages Birth – K.

ECH 6423. Documenting Young Children’s Learning and Development Creating, select-ing 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