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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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| 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 Elizabeth Spence 9/7/2021 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 9/8/2021 Enter date… **College Dean** | Alan Utter 10/25/2021  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

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

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

Summer 2022.

**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\*** |  | **6563** |
| **Title** |  | **Internship in Early Childhood and Special Education B-K**  **Short Title: Internship in Early Childhood SPED B-K** |
| **Description\*\*** |  | The Internship in Early Childhood Special Education B-K requires direct supervised experience in teaching children with disabilities birth to kindergarten. Prerequisites, Completion of required courses in the program prior to internship and passing score on the required PRAXIS content exam. |

***\**** (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? 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?
   1. If yes, which ones?

Completion of all program courses and passing score on the required PRAXIS content exam.

* 1. Why or why not?

N/A

1. **Yes / No** Is this course restricted to a specific major?
   1. If yes, which major? Yes, Early Childhood Special Education B-K majors only
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? 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.

Internship

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

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.

N/A

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

No

1. **Yes / No** Is this course in support of a new program?

a. If yes, what program?

Yes, the Early Childhood and Special Education Integrated B-K

1. **Yes / 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?

No

**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** | **Assignments** |
| First Day Activities | 0.1 Internship Required Forms  0.2 Discussion: Course Introductions |
| Week 1 | Select target student for edTPA   * 1. Assignment: Learning Characteristic Assignment   1.2 Assignment: Intern Daily Reflective Log |
| WEEK 2 | 2.1 Assignment: Learning Environment  2.2 Assignment: Intern Daily Reflective Log |
| WEEK 3 | 3.1 Assignment: SPED Classroom Shadowing  3.2 Assignment: Intern Daily Reflective Log |
| WEEK 4 | 4.1 Assignment: Intervention Assessment Plan  4.2 Assignment: Intern Daily Reflective Log |
| WEEK 5 | 5.1 Assignment: Lesson Plan and Reflection  5.2 Assignment: Intern Daily Reflective Log |
| WEEK 6 | Lesson Plan Math/Reading  6.1 Assignment: Meetings/Workshop Summary  6.2 Assignment: Intern Daily Reflective Log |
| WEEK 7 | 7.1 Assignment: Meetings/Workshop Summary  7.2 Assignment: Intern Daily Reflective Log |
| WEEK 8 | edTPA Learning Segment Proposal (Portfolio)  8.1 Assignment: Intern Daily Reflective Log |
| WEEK 9 | edTPA Task 1 (Due March 20th) (Portfolio)  9.1 Assignment: Intern Daily Reflective Log |
| WEEK 10 | edTPA Task 1 (Portfolio)  10.1 Assignment: Intern Daily Reflective Log |
| WEEK 11 | edTPA Task 2 (Portfolio)  11.1 Assignment: Intern Daily Reflective Log |
| WEEK 12 | edTPA Tasks 3 (Portfolio)  12.1 Assignment: Intern Daily Reflective Log |
| WEEK 13 | edTPA Submission (Portfolio)  13.1 Assignment: Intern Daily Reflective Log |
| WEEK 14 | Final Reflection (Portfolio)  14.1 Assignment: Intern Daily Reflective Log |
| WEEK 15 | Portfolio and Final Evaluations (LiveText)  15.1 Intern Daily Reflective Log |

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

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

150 clock hours with children with exceptional learning and behavior needs with a minimum of 4 site visits

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

Course will be taught by existing faculty

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)

N/A

**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)

The course is designed to provide a directed internship experience for teacher candidates in the Early Childhood/Special education B-K setting. Experiences are not limited to a specific group of students or type of service delivery placement.

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.

This course is a required course in Arkansas State University’s Master of Science in Education Special Education degree and licensure program. The course content has been developed with reference to the licensure and accreditation standards for the Initial preparation of Special Education identified by the State of Arkansas, the Council for Exceptional Children, and the National Association for the Education of Young Children. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. 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 MSE in Special Education 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**

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

1. YES 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?

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 2.0. Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (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. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

CEC Standard 6.0 Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession (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).

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 foundational knowledge of the field and their professional Ethical principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. |
| Assessment Measure | Direct Assessment-Summative Teaching Evaluation (Rating Scale) |
| Assessment  Timetable | Fall 2022, Spring 2023, Fall 2023 |
| Who is responsible for assessing and reporting on the results? | Course Instructor, Kimberley Davis (ELSE 6563) will be responsible for collecting the data. The assessment will be collected in LiveText and the results will be analyzed and discussed with the program faculty prior to inclusion into the EPP Annual Program report. |

*(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** | Design and teach lesson plans for students with exceptionalities in the secondary setting based upon learner development, individual learning differences, and curricular content knowledge. (PLO 1,2, 3, 5, 7) |
| Which learning activities are responsible for this outcome? | edTPA Tasks |
| Assessment Measure | Formative Assessment, edTPA Portfolio assessment rubric |
| **Outcome 2** | Monitor and adjust instruction and the learning environment based upon the knowledge of various types of assessment data and instructional strategies. (PLO 1,2, 3, 4, 5, 7) |
| Which learning activities are responsible for this outcome? | edTPA Tasks and Formative Teaching Observation |
| Assessment Measure | Formative Assessment Rubric, edTPA Portfolio assessment rubric |
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| **Outcome 3** | Demonstrate knowledge of ethical principles and professional practice standards within the classroom and school setting. (PLO 1,2, 3, 5, 6) |
| Which learning activities are responsible for this outcome? | Proethica Module, Philosophy of Early Childhood Special Education, and Summative Teaching Evaluation |
| Assessment Measure | Proethica completion grade, Summative Teaching Evaluation Rubric |

*(Repeat if needed for additional outcomes)*

**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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ELSE 6563. Internship in Early Childhood and Special Education B-K . The Internship in Early Childhood Special Education B-K requires direct supervised experience in teaching children with disabilities birth to kindergarten. Prerequisites, Completion of required courses in the program prior to internship and passing score on the required PRAXIS content exam.