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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** | Alica Shaw 9/16/2021**COPE Chair (if applicable)** |
| Joan Henley 3/5/2021**Department Chair** | Mary Jane Bradley 9/18/21Enter date…**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, (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\*** |  | **6113** |
| **Title** |  | **Foundations of Early Childhood and Special Education** **Short Title: Foundations Early Childhood SPED** |
| **Description\*\*** |  | Overview of the history, research, laws, and issues that provide the foundation for early childhood education for children with exceptionalities and their families. |

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

N/A.

* 1. Why or why not?

 The candidate must complete all coursework to build knowledge and demonstrate application of all competencies to participate in culminating experiences.

1. Yes Is this course restricted to a specific major?
	1. If yes, which major? SPED Majors only (MSE)
2. **Proposed course frequency [Modification requested? Yes/No]**

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

N/A

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.

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 letter

1. Is this course dual-listed (undergraduate/graduate)?
2. 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.

 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? Yes

a. If yes, what program?

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

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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| Module  | Course Topic |
| 01 Week 1 | Historical Foundations of Early Childhood Special Education  |
| 02Week 2  | Legislation and Litigation-Overview of Laws and Court Cases  |
| 03Week 3-4 | Special Education Process: Identification, Assessment, and Evaluation  |
| 04Week 5-6 | Characteristics and Behaviors of Students with Disabilities  |
| 05 Week 7 | Collaboration with Families and Other School Professionals  |

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

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

None

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)

 This course is designed to introduce teacher candidates to special education legislation and the special education process in developing a solid foundation for understanding learning acquisition and behaviors of children with physical, health, and multiple disabilities. An emphasis is placed on services and supports for children with exceptionalities birth to kindergarten in early childhood settings.

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 children with exceptional learning needs and their families.

**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?

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)** | 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). |
| Assessment Measure | Philosophy of Special Education. Candidates are required to write a statement of educational philosophy of special education. The philosophy will include the roles of teachers and students in the learning, purpose of the IEP, effective teaching methods, content knowledge, and assessment, collaboration with families and school professionals, and professional and ethical standards.  |
| Assessment Timetable | Summer 2021, Fall 2021 |
| Who is responsible for assessing and reporting on the results? | Course Instructor, Kimberley Davis (ELSE 6113) 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** | The teacher candidate will demonstrate knowledge of the overview of laws that govern special education and the role of an educator with Section 504, ADA, and ESEA (PLO 1, 2, 6). |
| Which learning activities are responsible for this outcome? | Readings, Discussion Board Forum |
| Assessment Measure  | PRAXIS Content Exam 5023 |

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| **Outcome 2** | The teacher candidate will demonstrate knowledge of the definitions, development, and individual differences of individuals with exceptionalities identified by IDEA (PLO 1, 2, 5, 6, 7). |
| Which learning activities are responsible for this outcome? | Readings, Module activities, Special Education IDEA Research Project  |
| Assessment Measure  | Praxis Content Exam 5023 and Special Education IDEA Research Project  |

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| **Outcome 3** | The teacher candidate will demonstrate understanding of creating safe, inclusive, and culturally responsive learning environments for students with exceptionalities (PLO 1,2, 5, 7) |
| Which learning activities are responsible for this outcome? | Readings, Module activities, Discussion Board Forums  |
| Assessment Measure  | Praxis Content Exam 5023 , SPED Start-Up Plan  |

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| **Outcome 4** | The teacher candidate will demonstrate skills in identifying the role of each participant in the referral, assessment, and IEP process (PLO 1, 2, 3, 4, 5, 6, 7) |
| Which learning activities are responsible for this outcome? | Readings, Module activities and Mock IFSP Meeting  |
| Assessment Measure  | Praxis Content Exam 5023, IFSP Meeting Analysis  |

**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 6113. Foundations of Early Childhood and Special Education. This course will present an overview of the history, research, laws, and issues that provide the foundation for early childhood education for children with exceptionalities and their families completed.