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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 3/4/2021 **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](mailto: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\*** |  | **6123** |
| **Title** |  | Creating Developmentally Appropriate Environments |
| **Description\*\*** |  | Creating and maintaining developmentally appropriate environments for settings serving all children birth through kindergarten. Environment includes aspects for supporting development, the physical environment, health and safety, and relationships. |

***\**** (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? 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 1 | Understanding the importance of environment; Establishing an emotionally supportive and equitable environment; Designing schedules, transition and routines: Quiz, Discussion Board activity. |
| Week 2 | Play-based curriculum; Arranging an effective environment and design considerations: Quiz, Discussion Board activity, Bi-Weekly activity 1. |
| Week 3 | Developing dramatic play & manipulative/sensory centers; Developing block and building centers: Quiz, Discussion Board activity. |
| Week 4 | Developing literacy centers & math/science centers: Quiz, Discussion Board activity, Bi-weekly activity 2 |
| Week 5 | Developing visual arts centers & dance/music centers; Integrating technology: Quiz, Discussion Board activity. |
| Week 6 | Creating special interest centers; Creating outdoor environments; Quiz, Discussion Board activity, Bi-Weekly activity 3. |
| Week 7 | Creating spaces for teachers and families; Meeting environmental challenges: Quiz, Discussion Board activity, Final 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 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 appropriate learning 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 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 PLO of:

Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective leaners and develop emotional well-being, positive social interactions, and self-determination.

This course provides support to the PLO above; there is no direct assessment related to this course.

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.

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| **Program-Level Outcome 1 (from question #19)** | Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective leaners and develop emotional well-being, positive social interactions, and self-determination. |
| Assessment Measure | Assessment # 6 Proactive Behavior Project (Project) (ELSE 6163)  Culturally Responsive Teaching Self-assessment (ELSE 6083) |
| 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  Course instructors |

*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.*

NO DIRECT ASSESSMENTS RELATED TO THE PROGRAM OUTCOMES.

*(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** | Identify the ways to create and maintain a developmentally appropriate and emotionally healthy, respectful, supportive and challenging play and learning environments. |
| Which learning activities are responsible for this outcome? | Reading textbook, weekly quiz, weekly discussion board participation, Writing environmental proposal, Evaluating classroom environment |
| Assessment Measure | Formative evaluation, scoring rubric |

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| **Outcome 2** | Define learning centers and/or activity zones that allow for individual, cooperative, small- and whole group activities and provide opportunities for children to play, explore and discover. |
| Which learning activities? | Reading textbook, weekly quiz, weekly discussion board participation, Designing learning center activity, Developing outdoor environment |
| Assessment Measure | Formative evaluation, scoring rubric |
| **Outcome 3** | Describe basic arrangement of learning centers in developmentally appropriate indoor and our door learning environments |
| Which learning activities? | Reading textbook, weekly quiz, weekly discussion board participation, Designing learning center, Developing outdoor environment |
| Assessment Measure | Formative evaluation, scoring rubric |
| **Outcome 4** | Demonstrate awareness of learning environments that recognize and value diversity as strength in children and families |
| Which learning activities? | Reading textbook, weekly quiz, weekly discussion board participation, Evaluating classroom environment, Designing learning centers |
| Assessment Measure | Formative evaluation, scoring rubric |
| **Outcome 5** | Adapt environment to support children with special needs and disabilities and children with challenging behaviors, and understand the benefit of the natural /least restrictive environment as the most appropriate place for implementation of the IFSP/IEP |
| Which learning activities? | Reading textbook, weekly quiz, weekly discussion board participation, Evaluating classroom environment, Designing learning centers |
| Assessment Measure | Formative evaluation, scoring rubric |
| **Outcome 6** | Demonstrate understanding of how to create, evaluate, and select materials, medias and technology, including assistive and adaptive technology, to enhance the play and learning environment. |
| Which learning activities? | Reading textbook, weekly quiz, weekly discussion board participation, Designing learning centers |
| Assessment Measure | Formative evaluation, scoring rubric |
| **Outcome 7** | Understand how to create environments that function within legal, ethical, and professional guidelines and align with state standards. |
| Which learning activities? | Reading textbook, weekly quiz, weekly discussion board participation, Writing environmental proposal |
| Assessment Measure | Formative evaluation, scoring rubric |

**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, 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

REVISED

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ECH  6123 Creating Developmentally Appropriate Environments

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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