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

**NEW CERTIFICATE PROGRAM FORM**

(Also requires Arkansas Department of Higher Education (ADHE) approval)

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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 Jane Bradley | 9/8/2021 |   **College Dean** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** | |  |  | | --- | --- | | Alan Utter | 10/25/2021 |   **Vice Chancellor for Academic Affairs** |

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

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

1. **Name of proposed Certificate Program (Program must consist of 6-21 semester credit hours):**

Early Childhood/Special Education Integrated B-K

1. **Proposed effective date:**

Summer 2022

1. **Reason for proposed program implementation:**

The Educator Preparation Provider (EPP) conducts an annual needs assessment of all programs offered in the state. The EPP has identified that there is a need for an early childhood/special education program in North East Arkansas to enhance the development of young children with disabilities across developmental domains. There are current shortages identified by the state in terms of early childhood special educators. The graduate certificate will allow teachers who currently hold a standard Arkansas License in Early Childhood P-4, Elementary K-6 or 1-6, P-4 Special Education or Special Education K-12 to add this endorsement to their license.

1. **Provide the following:**
   * 1. Curriculum outline - List of courses in new program – Underline required courses

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Hours** |
| ECH 6113 | Applied Child Development | 3 |
| ELSE 5753 | Methods of Working with Young Children with Exceptionalities | 3 |
| ELSE 5743 | Assessment of Young Children with Exceptionalities | 3 |
| ELSE 5083 | Collaboration for Special Education Service Delivery | 3 |
| ECH 6123 | Creating Developmentally Appropriate Environments for B-K | 3 |
| **Total Hours** | | **15 hours** |

* + 1. Total semester credit hours required for proposed program

15 Hours

* + 1. New courses and new course descriptions

**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 6123 Creating Developmentally Appropriate Environments**

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.

* + 1. Program goals and objectives

The goal of the program is to prepare teachers who can provide diverse student populations with the knowledge, skills, and values considered essential for effective participation in society. It provides relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of children birth to kindergarten with exceptionalities and their families. The objectives of the program is to ensure that candidates ae prepared to (a) assist in enhancing naturalized environments in order to support children with exceptionalities development, (b) assist families in making informed decisions through the use of a variety of formal and informal assessment strategies, (c) use routines based and activity based interventions to meet the diverse needs of children and families, (d) collaborate with other service providers and work across agencies to provide the best services that will meet the individual needs of children and families, and (d) continue to develop professional knowledge and skills.

* + 1. Expected student learning outcomes

The teacher candidates enrolled in the MSE Special Education program at A-State will address the Council for Exceptional Children (CEC) performance-based professional standards and In-TASC standards.

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. Documentation that program meets employer needs

The Educator Preparation Provider (EPP) conducts an annual needs assessment of all programs offered in the state. The EPP has identified that there is a need for an early childhood/special education program in North East Arkansas to enhance the development of young children with disabilities across developmental domains. There are current shortages identified by the state in terms of early childhood special educators.

* + 1. Student demand (projected enrollment) for proposed program

We estimate that our enrollment will begin with about 25 students enrolling the first semester and we will continue to gain approximately 30-40 students per term and by the end of five years we should have a consistent enrollment of approximately 100 students per year. We anticipate the enrollment to continue to increase after the initial five year period due to the need for early childhood special education teachers in the state of Arkansas.

* + 1. Program approval letter from licensure/certification entity, if required (attach)
    2. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program

N/A

* + 1. Proposed program review date (within 10 years of program implementation)

The program will undergo review by the Council of Exceptional Children to receive National Recognition in fall 2025.

1. **Will this program be offered:**
   1. **Traditional/Face-to-face**  No
   2. **Distance/Online** Yes
      1. **If yes, indicate mode of distance delivery, and the percentage of courses offered via this modality (<50%, 50-99%, or 100%).**

100%

* + 1. **If online, will it be offered through Global Initiatives/Academic Partnerships (AP)?**

Yes

1. **Will this program be offered off-campus?**  No
   1. **If yes, identify the off-campus location**

N/A

**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.** |

Graduate Certificate in Early Childhood/Special Education Integrated B-K

ECH 6113, Applied Child Development, 3

ELSE 5753 Methods of Working with Young Children with Exceptionalities, 3

ELSE 5743, Assessment of Young Children with Exceptionalities, 3

ELSE 5083, Collaboration of Special Education Service Delivery, 3

ECH1 6123, Creating Developmentally Appropriate Environments for B-K, 3

Subtotal 15

Total Required Hours 15

P. 71 Before

**College of Education and Behavioral Science**

**MISSION STATEMENT**

The faculty of the College of Education and Behavioral Science teach, conduct research, and

provide community and professional service in the areas of pedagogy, behavioral sciences, physical

education and leisure studies, and advanced education-related professional studies. Instructional programs are offered within a student-centered organizational context that values diversity, innovation, and

professional reflection; these programs are delivered by a faculty committed to the beliefs that (a) every

student can learn, and (b) teachers themselves model commitment to learning by visibly demonstrating

their own continuing personal and professional growth.

**DEGREES OFFERED**

The College of Education and Behavioral Science offers work leading to the following graduate

degrees with emphasis areas as noted:

A. Doctor of Education Degree in Educational Leadership

B. Specialist in Education Degree

1. Educational Leadership

2. Psychology and Counseling

3. Reading

C. Master of Arts in Teaching

1. Elementary Level

2. Middle Level

3. Special Education K-12

4. Business Technology

D. Master of Science in College Student Personnel Services

E. Master of Science in Early Childhood Services

F. Master of Science in Exercise Science

G. Master of Science in Psychological Science

H. Master of Science in Sport Administration

I. Master of Science in Education Degree

1. Curriculum and Instruction

2. Early Childhood Education

3. Educational Leadership

4. Educational Theory and Practice

5. Physical Education

6. Reading

7. School Counseling

8. Special Education

a. Gifted, Talented, and Creative

b. Instructional Specialist Grades K-12

J. Certificate in Clinical Mental Health Counseling

K. Certificate in Dyslexia

L. Certificate in Educational Leadership

1. Building Level Administration

2. Curriculum Director

3. Gifted, Talented & Creative Director

4. Instructional Specialist - Gifted, Talented & Creative

5. K-12 Special Education

6. Special Education Director

7. Superintendent

M. Certificate in Play Therapy

All programs listed above are governed by the general requirements for graduate degrees conferred by Graduate Programs unless specific requirements are designated.

p. 71 Changes are highlighted in yellow

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