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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[ X] Graduate Council**

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| **[ X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Gwendolyn L. Neal 10/19/2017**Department Curriculum Committee Chair** | Rob Williams 10/25/2017**COPE Chair (if applicable)** |
| Joan Henley 10/23/2017 Enter date…**Department Chair:**  | Mary Jane Bradley 10/25/2017**Head of Unit (If applicable)**   |
| Wayne W. Wilkinson 10/24/2017**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/25/2017**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

Dr. Kimberley Davis, kimberleydavis@astate.edu, (870) 972-3607

2. Proposed Starting Term and Bulletin Year

2018-2019;Fall 2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

ELSE 6196

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Special Education MAT Internship

Short Title: ELSE 6196

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

The Special Education MAT Internship requires supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II must be completed.

6. Prerequisites and major restrictions. (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?

Enter text...

Why or why not?

YES Is this course restricted to a specific major?

* 1. If yes, which major? MAT in Special Education K-12

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

NA

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Internship

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Pass/fail

10. NO Is this course dual listed (undergraduate/graduate)?

11. 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.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

 NA

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. YES Is this course in support of a new program?

a. If yes, what program?

 Master of Arts in Teaching in Special Education K-12

13. NO Does this course replace a course being deleted?

a. If yes, what course?

NA

14. NO Will this course be equivalent to a deleted course?

a. If yes, which course?

NA

15. YES Has it been confirmed that this course number is available for use?

 *If no: Contact Registrar’s Office for assistance.*

16. NO Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

NA

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1 The teacher candidate will observe and assist the mentor teacher, become familiar with materials and daily schedules, learn students’ names, receive orientation, become familiar with the policies and procedures of the school, and begin practicum assignments.

Week 2 The teacher candidate will identify student with identified social behavior and begin observation using ABC data collection method. The

Week 3 Teacher candidate will begin functional behavior analysis for the identified student.

Week 4 Teacher candidate will use the cooperating teacher’s lesson plans to teach 1-2 hours each day.

Week 5-11 Teacher candidate will assume responsibility for planning and teaching for 1-2 hours per day. The teacher candidate will also develop positive behavior intervention plan class-wide while implementing behavior intervention plan for identified student.

Week 12 Teacher candidate will assume responsibility for planning and teaching 1-2 hours per day. The teacher candidate will develop a plan for sustainability of the behavior intervention.

Week 13-14 Teacher candidate will assist the cooperating teacher as he/she takes back full responsibility for planning and teaching. The practicum student may also use time during this week to observe in other classrooms at the school site.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

560 clock hours with students with exceptional learning and behavior needs with a minimum of 8 site visits from the University Supervisor.

19. Department staffing and classroom/lab resources

Current faculty in the SPED program will teach this course.

1. Will this require additional faculty, supplies, etc.?

 NO

20. 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.*

**Course Justification**

21. Justification for course being included in program. 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 a K-12 special education classroom. 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 established by the department for the curriculum? 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 Arts in Teaching in Special Education K-12 degree and licensure program. The course content has been developed with reference to the licensure and accreditation standards for K-12 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 for the School of Teacher Education and Leadership is to “generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society.” 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 the MAT in Special Education K-12 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**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness
 | * 1. **[X]** Thinking Critically
 | * 1. **[ ]** Information Literacy
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**Relationship with Current Program-Level Assessment Process**

23. 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).

24. Considering the indicated program-level learning outcome/s (from question #23), 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 #23)** | Teacher candidates will demonstrate, synthesize, and apply knowledge of the nature and needs of individuals with exceptionalities |
| Assessment Measure | PRAXIS 5354, Course Assignment Rubric, Course Evaluation, Survey, Reflection  |
| Assessment Timetable | Fall, Spring; Annually |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation.  |
| **Program-Level Outcome 2 (from question #23)** | Teacher candidates will utilize and adapt research-based knowledge, theories, and strategies to promote an appropriate and positive learning environment |
| Assessment Measure | PRAXIS 5354, Course Assignment Rubric, Course Evaluation, Survey, Reflection  |
| Assessment Timetable | Fall, Spring; Annually  |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation.  |
| **Program-Level Outcome 3 (from question #23)** | Teacher candidates will plan and implement formal and informal assessments to identify individuals with exceptionalities, develop individual student goals, and monitor student progress.  |
| Assessment Measure | Rubric, Course Evaluation, Survey, Reflection  |
| Assessment Timetable | Fall, Spring, Annually  |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation.  |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

25. 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 monitor all student’s activities and modify the learning environment to encourage the development, maintenance, and generalization of knowledge and skills. |
| Which learning activities are responsible for this outcome? | Instructional Planning Project, Case Study Project, CBM Plan  |
| Assessment Measure  | SPA Assessment-Assessment Case Study Project  |
| **Outcome 2** | The teacher candidate will reflect on the positive behavior supports and classroom management plan used in the classroom.  |
| Which learning activities are responsible for this outcome? | Instructional Planning Project, Assessment Case Study Project, CBM Plan |
| Assessment Measure  | SPA Assessment-Assessment Case Study Project  |
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| **Outcome 3** | The teacher candidate will identify and demonstrate evidence-based instructional practices that support student with exceptionalities or learners struggling with academic content in the general education classroom. |
| Which learning activities are responsible for this outcome? | Instructional Planning Project, Case Study Project, CBM Plan |
| Assessment Measure  | SPA Assessment-Assessment Case Study Project  |

*(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. Follow the following guidelines for indicating necessary changes.** **\*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.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**Special Education (ELSE)**

***ELSE 6196. Special Education MAT Internship. The Special Education MAT Internship requires supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II must be completed.***