Code # Enter text…

**New Course Proposal Form**

**[ x] Undergraduate Curriculum Council**

**[ ] 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](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| Jacques Singleton 4/13/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Steve Bounds 4/14/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 4/21/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Dr. Jacques Singleton, [jsingleton@astate.edu](mailto:jsingleton@astate.edu), and Dr. Kimberley Davis, [kimberleydavis@astate.edu](mailto:kimberleydavis@astate.edu); 870-972-3062

2. Proposed Starting Term and Bulletin Year

Fall 2017

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 4233

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).

**Math for Exceptional Learners**

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

Explore practices in math instruction in K-12 classrooms to advance professional knowledge and skills for teaching effective instructional strategies in mathematics. An additional emphasis will be placed on assessing mathematics to develop strategies and interventions that target math difficulties.

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. Are there any prerequisites? Yes
   1. If yes, which ones?

Admissions to Special Education program

* 1. Why or why not?

The course is designed for students seeking a degree in Special Education K-12.

1. Is this course restricted to a specific major? Yes / No
   1. If yes, which major? Special Education K-12

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

Fall

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.

Lecture

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

Standard Letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Yes / No

Please explain. No

12. Is this course in support of a new program? No

a. If yes, what program?

Enter text...

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

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? Yes

a. If yes, which course?

ELED 4122

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

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

16. Does this course affect another program? Yes

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Dr. Ron Towery, Interim Chair of Teacher Education

[rtowery@astate.edu](mailto:rtowery@astate.edu) ; (870) 680-8097

**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 Direct Instruction

Week 2 Relevant Research on Mathematics Instruction

Week 3 Curriculum Evaluation and Modification

Week 4 Counting

Week 5 Symbol Identification and Place Value

Week 6 Basic Facts

Week 7 Addition/Subtraction

Week 8 Multiplication/Division

Week 9 Problem Solving

Week10 Measurement, Time, and Money

Week 11Fractions/Decimals

Week 12 Percent, Ratio, and Probability

Week 13 Data Analysis

Week 14 Geometry/Pre-Algebra

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

Assessment with a student with an identified math disability or dyscalculia that includes a total of 25 clock hours

19. Department staffing and classroom/lab resources

Enter text...

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

No

20. Does this course require course fees? No

*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 teacher candidates with both a conceptual and working knowledge of assessment for instruction that is fundamentally grounded in teaching math to learners in grades K-12 with exceptional learning needs. It is intended to provide teacher candidates with opportunities to understand the policies that influence math assessment and instruction, become familiar with and practice administering math assessments, learns instructional math strategies to address areas of deficit, gain practical ideas that will help to improve math instruction for students who are underachieving in the area of math.

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 K-12 Special Education degree and licensure program. The B.S. Ed program is an approved program by the Arkansas State Department of Education and accredited by the Council for the Accreditation of Educator Preparation. Thus, 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 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.

Undergraduate students enrolled at Arkansas State University who have been formally admitted into the Special Education program.

d. Rationale for the level of the course (lower, upper, or graduate).

This course will be considered for upper level undergraduate students who demonstrate an appropriate knowledge base of the characteristics of individuals with exceptional learning needs. Candidates will be required to design learning environments and apply behavior management techniques for making positive changes to improve the student’s academic, social, and affective behaviors.

**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. **[ x]** Information Literacy |

**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?

1. Teacher candidates will demonstrate, synthesize, and apply knowledge of the nature and needs of individuals with exceptionalities.
2. Teacher candidates will utilize and adapt research-based knowledge, theories, and strategies to promote an appropriate and positive learning environment.
3. Teacher candidates will plan and implement formal and informal assessments to identify individuals with exceptionalities, develop individual student goals, and monitor student progress.

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 | 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. |

**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** | Gain factual knowledge related to Common Core Standards in mathematics and emphasis of conceptual understanding and procedural skill |
| Which learning activities are responsible for this outcome? | Focusing questions  Class lectures  In class problem solving and other activities. |
| Assessment Measure | Tests  Lesson Plans  Manipulatives Kit  WebQuest  Field Experience & Post Critiques |
| **Outcome 2** | Demonstrate understanding of how children make sense of numbers and operations (e.g., place value, fractions), operations and algebraic thinking, ratios and proportions, equations, and geometry, including how models and representations are used to show and grow understanding. |
| Which learning activities are responsible for this outcome? | Focusing Questions  Class lectures  Practice opportunities in class  Lesson plans/Play Teach  Problem Types Prediction Test |
| Assessment Measure | Focusing Questions Student Thinking/Problem Types Prediction Test  CBA Assignments and Play Teach |
| **Outcome 3** | Create a CBA particular to a set of CCSS-M over multiple grade levels.  Create goals, objectives, and instructional units/lesson plan tasks particular to the CCSS-M and student need.  Create a monitoring system to formatively track student progress. |
| Which learning activities are responsible for this outcome? | Class lectures  Practice opportunities in class  Survey CBA/Data Evaluation  Lesson plans and Play Teach  Monitoring System |
| Assessment Measure | Tests Lesson Plans Manipulatives Kit WebQuest Field Experience & Post Critiques |

**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.* |

Paste bulletin pages here...

***ELSE 4233.Math for Exceptional Learners. Explore practices in math instruction in K-12 classrooms to advance professional knowledge and skills for teaching effective instructional strategies in mathematics. An additional emphasis will be placed on assessing mathematics to develop strategies and interventions that target math difficulties. Prerequisite, admission to the Special Education program. Fall.***