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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[ ] 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.

|  |  |
| --- | --- |
| Gwendolyn Neal 2/21/2019 **Department Curriculum Committee Chair** | Julie Lamb Milligan 3/25/2019  **COPE Chair (if applicable)** |
| Joan Henley 2/27/2019 **Department Chair:** | Mary Jane Bradley 3/27/2019  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 3/12/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 3/12/2019 **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. Gwendolyn Neal, [gneal@astate.edu](mailto:gneal@astate.edu). (870) 972-3062

2. Proposed Starting Term and Bulletin Year

19-20, Spring 20

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 6083

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).

Culturally Responsive Teaching

Short Title: N/A

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

Addressing cultural, linguistic, and educational needs of learners with exceptionalities in schools through culturally responsive teaching, with emphasis placed on developing positive partnerships between schools, students, and their families and communities.

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?

N/A

* 1. Why or why not?

N/A

YES Is this course restricted to a specific major?

* 1. If yes, which major? MSE in Special Education Instructional Specialist K-12 or 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.

Lecture Only

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. 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. NO Is this course in support of a new program?

a. If yes, what program?

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

a. If yes, what course? N/A

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 | Course Topic |
| 01 | Foundations of Diversity in Special Education |
| 02 | Creating Culturally Responsive, Equitable, and Inclusive Classrooms |
| 03 | Culturally Responsive Instruction |
| 04 | Race, Ethnicity, and Racism in K-12 Schools |
| 05 | Intellectual Learning Differences in K-12 Schools |
| 06 | Principles of Culturally Relevant Pedagogy |
| 07 | Special Issues for Special Populations |

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

None

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. **Yes / No** 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 goal of the course is to provide educators with the opportunity to critically examine culturally responsive learning environments that engage and empower K-12 students. The purpose of the course is to prepare educators to work in an increasingly diverse society. Candidates will develop a theoretical framework for diversity while exploring issues relevant to working as a special education teacher. Furthermore, the course will prepare candidates to develop a deeper understanding of how diverse populations view the world, specifically schools, educators, and communities. This course is being included in the MSE Special Education Instructional Specialist K-12 program to address changes in the upcoming 2019 Council for Exceptional Children Standards.

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 MSE in Education -Special Education Instructional Specialist K-12 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. 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 MSE in Special Education Instructional Specialist K-12 progam.

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.

|  |  |  |
| --- | --- | --- |
| * 1. **[X]** Global Awareness | * 1. **[]** Thinking Critically | * 1. **[ ]** 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?

CEC Standard 1.1 Learner Development and Individual Learning Differences. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities (CEC, 2015).

CEC 2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions (CEC, 2015).

CEC Standard 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities (CEC, 2015).

CEC Standard 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | CEC Standards: 1.1; 2.1; 5.1; 6.3; and 7.0  Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities |
| Assessment Measure | Cultural Mini-Assignments: Self-Identity, Curriculum Analysis, Classroom-Based Contextual Analysis, and Case Study Investigation |
| Assessment  Timetable | Fall I; Summer I |
| Who is responsible for assessing and reporting on the results? | The special education program faculty which includes Drs. Davis, Neal, Henley, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC. |

*(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?

|  |  |
| --- | --- |
| **Outcome 1** | Define culturally responsive teaching/culturally relevant pedagogy in both theory and practice and identify it in practice. |
| Which learning activities are responsible for this outcome? | Reading, Module activities DB Forums, Culturally Responsive Lesson Plan Implementation and Reflection |
| Assessment Measure | Culturally Responsive Lesson Plan Implementation and Reflection |

|  |  |
| --- | --- |
| **Outcome 2** | Assess their practice, their beliefs about students and communities, their relationships with students and communities, and even their own schooling and cultural experiences in order to understand how these experiences and beliefs influence their ability to teach students from diverse backgrounds |
| Which learning activities are responsible for this outcome? | Readings ,Module activities, DB Forum, Classroom Based Contextual Analysis |
| Assessment Measure | Classroom Based Contextual Analysis |

|  |  |
| --- | --- |
| **Outcome 3** | Integrate CRP/CRT into their own pedagogy and practice |
| Which learning activities are responsible for this outcome? | Readings, In-class activities, Critical Race Theory Paper |
| Assessment Measure | Critical Race Theory Paper |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **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.* |

P. 316

**Special Education (ELSE)**

***ELSE 6083. Culturally Responsive Teaching.***

***Addressing cultural, linguistic, and educational needs of learners with exceptionalities in schools through culturally responsive teaching, with emphasis placed on developing positive partnerships between schools, students, and their families and communities. Prerequisite, admission to the MSE in Special Education Instructional Specialist K-12 program or MAT in Special Education K-12 program.***