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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.

|  |  |
| --- | --- |
| Alicia Shaw 2/25/2022 **Department Curriculum Committee Chair** | Alicia Shaw 3/7/2022  **COPE Chair (if applicable)** |
| Kimberley Davis 2/25/2022  **Department Chair** | Mary Jane Bradley 3/7/2022  **Head of Unit (if applicable)** |
| Wayne Wilkinson 3/3/2022  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 2/22/2022 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 3/4/2022 **College Dean** | Alan Utter 3/31/2022  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Alicia Shaw, ashaw@astate.edu, 870-972-3062

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

**First offering: Fall 2022**

**First bulletin appearance 2022-2023**

**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.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ETLI** |
| **Number\*** |  | **6313** |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Assessing Technology and Standards** |
| **Description\*\*** |  | **Understanding and using appropriate classroom assessment practices by applying knowledge of pedagogy and development to high-quality strategies for formative and summative assessment.** |

***\**** 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 (excepting prerequisites and other restrictions) 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?
   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? Master of Science in Education, Educational Theory and Practice
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Not Applicable

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.

Standard 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

1. NO Is this course dual-listed (undergraduate/graduate)?
2. 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.)*

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

a. If yes, what program?

Enter text...

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.)

Week 1: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, by applying pedagogical knowledge to promote high quality learning.

Week 2: utilization of computers to assess student knowledge

Week 3: concepts of technology strategies for classroom summative assessments.

Week 4: impacts of technology and professionalism in developing formative and summative assessments.

Week 5: Communicate with students, parents and leaders about the impacts of computing in our world and across diverse roles and professional life, and why these skills are essential for all students.

Week 6: Apply effective teaching strategies to support student collaboration around computing, including pair programming, working in varying team roles, equitable workload distribution and project management.

Week 7: Guide students on the importance of diverse perspectives and human-centered design in developing computational artifacts with broad accessibility and usability.

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

One faculty member

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 course is designed to enable candidates to understand and use appropriate classroom assessment practices.

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 course content has been developed with reference to the licensure and accreditation standards for Instructional

Technology Specialist. 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.

Students in the Master of Education, Educational Theory and Practice program

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

Graduate program

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. YES 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?

Standard #1: Learner Development. Candidate understands how learners grow and develop, recognizing

that patterns of learning and development vary individually within and across the cognitive, linguistic, social,

emotional, and physical areas, and designs and implements developmentally appropriate and challenging

learning experiences.

Standard #2: Learning Differences. Candidate uses understanding of individual differences and diverse cultures

and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. Candidate works with others to create environments that support

individual and collaborative learning, and that encourage positive social interaction, active engagement in

learning, and self-motivation.

Standard #4: Content Knowledge. Candidate understands the central concepts, tools of inquiry, and

structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline

accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. Candidate understands how to connect concepts and use differing

perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to

authentic local and global issues.

Standard #6: Assessment. Candidate understands and uses multiple methods of assessment to engage learners

in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. Candidate plans instruction that supports every student in meeting

rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and

pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. Candidate understands and uses a variety of instructional strategies to

encourage learners to develop deep understanding of content areas and their connections, and to build skills

to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. Candidate engages in ongoing professional

learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her

choices and actions on others (learners, families, other professionals, and the community), and adapts

practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. Candidate seeks appropriate leadership roles and

opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to

advance the profession.

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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type & Number of Assessment | Name of Assessment | Type or Form of Assessment (Exam, Survey, Artifact, etc.) | When and Where is the Assessment Administered (End of Course, Capstone, etc.)? | Who is responsible for the Assessment (Program Coordinator, Instructor, etc)? | Benchmark (Expected Level of Achievement) |
| Assessment 1: Content Knowledge  State Licensure Assessment  All standards are assessed on the Praxis | Arkansas competency exam | State Licensure Exam for Online Teaching | Administered prior to licensure | Program Coordinator Alicia Shaw  **Prathima Pattada** will collect the data | 80 % of candidates will be successful in passing the praxis |
| Assessment 2: Content Knowledge Assessment  All standards are assessed on the content knowledge assessment | Instructional Technology Specialist Content Knowledge Assessment | Essay | Fall, Spring, Summer  ELDA 5553 Practicum in Instructional Technology Specialist | Course Instructor    Program Coordinator-Alicia Shaw | 80% of candidates will score exemplary or proficient |
| Assessment 3:  InTASC Standards: 4, 6, 7, 9  ACC: 4.2a, 4.2b, 6.1c, 6.2a, 6.2b, 6.2c, 7.4a, 8.1, 8.2, 8.3  ISTE: 2a, 2b, 2c, 2d | Professional Development Presentation | Performance Based Field Activity | ELTI 6213 Leadership in Instructional Technology | Course Instructor  Program Coordinator-Alicia Shaw | 80% of candidates will score exemplary or proficient |
| Assessment 4:  Skill Assessment  ISTE: 2.1, 2.4 | Voice Thread/Video Assignment (utilize EPP Technology Rubric in addition to course rubric) | Performance Based Field Activity | Fall, Spring, Summer  Practicum in Instructional Technology Specialist | Course Instructor  Program Coordinator-Alicia Shaw |  |
| Assessment 5:  Skill Assessment  ISTE: 2.4, 2.3,  InTASC Standards: 6 & 10 | Website Evaluation | Performance  Based Field Activity | Fall, Spring, Summer  ELDA 6673 Practicum in Instructional Technology Specialist | Course Instructor  Program Coordinator-Alicia Shaw | 80% of candidates will score exemplary or proficient |
| Site Mentor Evaluation  All standards are assessed | Site Mentor Evaluation  Performance Based Field Activity | Survey | Fall, Spring, Summer  ELDA 6673 Practicum in Instructional Technology Specialist | Course Instructor  **Prathima Pattada** will collect the data | 80% of standards will be met at the exemplary/acceptable range. |
| Assessment 7:  Optional |  |  |  |  |  |
| Assessment 8:  Optional |  |  |  |  |  |

*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.*

**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** | Demonstrate capacity to create and implement assessments in ways that ensure validity and reliability of the instruments and procedures |
| Which learning activities are responsible for this outcome? | Project standards and assessing them |
| Assessment Measure | rubric |

|  |  |
| --- | --- |
| **Outcome 1** | Demonstrate capacity to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals |
| Which learning activities are responsible for this outcome? | Discussion board |
| Assessment Measure | rubric |

|  |  |
| --- | --- |
| **Outcome 1** | Demonstrate capacity to implement a variety of assessments that ensure the privacy of student assessment data and accurate measures of student ability |
| Which learning activities are responsible for this outcome? | Discussion board |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments |
| Which learning activities are responsible for this outcome? | Integrating technology standards in classroom and assessing them: project |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the learning experience |
| Which learning activities are responsible for this outcome? | Integrating technology standards in classroom and assessing them: project |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals |
| Which learning activities are responsible for this outcome? | Gaming activity, discussion board |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to use student data to plan instruction |
| Which learning activities are responsible for this outcome? | Integrating technology standards in classroom and assessing them: project |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to provide consistent feedback and course materials in a timely manner to improve instructional efficiency |
| Which learning activities are responsible for this outcome? | Integrating technology standards in classroom and assessing them: project |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to employ ways to assess student readiness for course content |
| Which learning activities are responsible for this outcome? | Gaming project |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance |
| Which learning activities are responsible for this outcome? | Gaming project |
| Assessment Measure | rubric |

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| --- | --- |
| **Outcome 1** | Demonstrate capacity to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts |
| Which learning activities are responsible for this outcome? | Powerpoint integrating computational thinking |
| Assessment Measure | 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.** |

Insert page 340:

**ETLI 6313. Assessing Technology and Standards** Understanding and using appropriate classroom assessment practices by applying knowledge of pedagogy and development to high-quality strategies for formative and summative assessment.