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

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| Gwendolyn L. Neal 10/21/2019 **Department Curriculum Committee Chair** | Joanna Grymes 10/30/2019  **COPE Chair (if applicable)** |
| Joan Henley 10/23/2019 **Department Chair:** | Mary Jane Bradley 10/31/2019  **Head of Unit (If applicable)** |
| Wayne Wilkinson 10/24/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/24/2019 **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)

Annette Hux, Associate Professor, 870-972-3062

2. Proposed Starting Term and Bulletin Year

Spring 2020

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*. )

ELAD 6393

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).

Supervised Internship 100 hour

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

A 100 clock hour supervised clinical experience in a school district with emphasis on authentic problems and activities that require students to demonstrate leadership, skills, and practices integral to the performance of the school district administrator.

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. **Yes / No** Are there any prerequisites?
   1. If yes, which ones?

Yes

* 1. Why or why not?

Completion of all required program coursework, portfolio, and/or permission of department chair*.*

1. **Yes / No** Is this course restricted to a specific major?
   1. If yes, which major? MSE Educational Leadership, MSE Curriculum and Instruction, EdS. Educational Leadership and tracks

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

N/A

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])

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.

Enter text...

**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?

Enter text...

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

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.

Enter text...

**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.)

**Module 1 Mentor Approval; Mentor Consultation**

* Intern will select mentor and Mentor Participation Form
* In consultation with the mentor, intern will select 10 internship activities that are to be completed in the semester and submit the activities for professor approval
* Activities Due to be Posted by………

**Modules 2-6 Internship Activity Completion; Reflective Summary Completion**

* Intern will complete each of the 10 activities.
* Intern will write a reflective summary substantiating each activity using the template provided in Course Resources.
* All Activities must be completed and posted by 11:59 p.m. on……

**Module 7 Internship Final Report-Section C. ELCC/NELP Standards Development\*\***

* Intern will submit the following for final grading:

1. Final Internship Activity Log
2. Reflective Summaries (10). All 10 reflective summaries will be cut and pasted into one document and submitted on Blackboard.
3. All assignments must be posted in Blackboard by 11:59 p.m. on the last day of class.

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

None

19. Department staffing and classroom/lab resources

No new faculty or resources needed

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

None

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 offered for students coming back to complete an additional internship for a building level degree The course objectives are : (1)To demonstrate the use of the skills necessary for successful leadership through planning, implementing, and evaluating administrative experiences; (2) To demonstrate an awareness of self in terms of growth and experiences in a leadership role through written reflections; (3)To compose reflective summaries that support learning experiences and future aspirations as a school leader.

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.

The course is part of the program of study designed to improve their general educational and specific professional competencies as leaders in the public school systems. The degree is specifically designed to prepare building level administrators and is based on recommendations from professional organizations and accrediting associations. This course is specific to individuals that are expanding existing license (i.e., P-4 to K-12; 5-12 to P-12) OR are seeking additional license (i.e., adding Curriculum Director or SPED, etc.

c. Student population served.

Graduate students in administration

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

Graduate Level

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. 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?

This course will be completed at the end of their program as the candidate returns for an additional certification.

23. 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)** |  |
| Assessment Measure |  |
| Assessment  Timetable |  |
| Who is responsible for assessing and reporting on the results? |  |

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

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| **Program-Level Outcome 1 (from question #23)** |  |
| Assessment Measure |  |
| Assessment  Timetable |  |
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**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | To demonstrate the use of the skills necessary for successful leadership through planning, implementing, and evaluating administrative experiences |
| Which learning activities are responsible for this outcome? | -Attend a minimum of two School Leadership Meetings to observe the structure and decision-making procedures.  -Document the communication skills of the principal in these meetings, with attention given to promoting the vision of the school and building shared commitment from the leadership team. Assist the principal in following up on agenda items.  -Participate in or facilitate the process of writing/modifying and sharing the school improvement plan. Specify how the school vision and use of data drive this plan.  -Assist in conducting a workshop for parents in an area of critical need.  -Gather a small focus group or data team to analyze a particular school need.  -Lead the discussion as participants study the data to clearly understand the problem and brainstorm solutions.  Compile the feedback and suggestions for the principal. |
| Assessment Measure | Signed documents by site mentor, agendas, minutes of meeting, video of activity |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | To demonstrate an awareness of self in terms of growth and experiences in a leadership role through written reflection |
| Which learning activities are responsible for this outcome? | -Working with a team at the school, develop and organize a summer school program to address specific academic needs.  -Conduct a space utilization survey and share results with administrators.  Assist with planning that will accompany any changes for the upcoming year.  -Shadow the SPED director for at least two hours.  Document areas regarding job duties, time management, relationship to the principals, responsibilities for staff, etc.  Discuss their perceptions of the effectiveness of the organizational structure of the SPED classes and of parent/community involvement.  Meet with the school principal to discuss how the school budget is prioritized, what role the teachers had in the budget process, and how does the budget address the school’s improvement plan. Document ways the budget creatively seeks new resources to facilitate learning. |
| Assessment Measure | Signed documents by site mentor, agendas, minutes of meeting, video of activity |

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| **Outcome 3** | To compose reflective summaries that support learning experiences and future aspirations as a school leader. |
| Which learning activities are responsible for this outcome? | All activities are included within this outcome. |
| Assessment Measure | -Student will complete a reflective summary describing the activity implemented, stakeholders involved, specifics of planning where the activity took place, -Describe in detail new knowledge and skills gained from participation in this activity.-What did you learn about this area of leadership? -What did you learn about yourself? -What did you learn about your school and/or community? - Describe in detail the challenges you experienced. -What did you learn about your school that might need to be changed or improved? -How could you have been better prepared for this activity? -What would you do differently to improve the outcome? Did you have any “surprises” as you engaged in this activity? -What more do you need to know or learn about your school to be a more effective school leader in this area of leadership? -What do you need to do to improve in this area of leadership? -Who could help you improve in this area of leadership? |

**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.* |

***ELAD 6393 Supervised Internship 100 hour. A 100 clock hour supervised clinical experience in a school district with emphasis on authentic problems and activities that require students to demonstrate leadership, skills, and practices integral to the performance of the school district administrator. Prerequisite, completion of all required program coursework, portfolio, and/or permission of department chair.***