|  |
| --- |
| 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\*** |  | **6433** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Capstone** |
| **Description\*\*** |  | **Provides students with practical hands-on clinical experience in a school setting, focusing on authentic problems and activities that require students to demonstrate skills in instructional technology.** |

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

All courses in the program must be successfully completed before admission to capstone

* 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: Comprehensive review of Instructional Standards for Technology (ISTE)

Week 2: 3.1 Equity and Citizenship Advocate - Leaders use technology to increase equity, inclusion, and digital citizenship practices.

Week 3: 3.2 Visionary Planner - Leaders engage others in establishing a vision, strategic plan, and ongoing evaluation cycle for transforming learning with technology.

Week 4: 3.3 Empowering Leader - Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.

Week 5: 3.4 Systems Designer - Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.

Week 6: 3.5 Connected Learner - Leaders model and promote continuous professional learning for themselves and others.

Week 7: Final report due on ISTE standards

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 capstone course is designed to provide students with practical hands-on clinical experience in a school setting.

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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 AssessmentAll standards are assessed on the Praxis | Praxis Exam 5362 | State Licensure Exam  | Administered prior to licensure with a minimum score of 155 required | Program Coordinator Alicia Shaw **Prathima Pattada** will collect the data | 80 % of students will be successful in passing the praxis |
| Assessment 2: Content Knowledge AssessmentAll standards are assessed on the content knowledge assessment | ESL Content Knowledge Assessment  | Essay  | Fall, Spring, SummerELDA 6673 Practicum in English as a Second Language | Course Instructor Program Coordinator-Alicia Shaw | 80% of students will score exemplary or proficient |
| Assessment 3: Skill AssessmentInTASC Standard 1, 2, 4, 7, & 8 | Cultural Awareness in Assessment: Creating and presenting assessment of oral proficiency  | Performance Based Field Activity  | Spring and summerEDLA 6653 Second Language Assessment | Course InstructorProgram Coordinator-Alicia Shaw | 80% of students will score exemplary or proficient |
| Assessment 4: Skill Assessment InTASC Standard 1, 2, 4, 6 | Voice Thread/Video Assignment (utilize EPP Technology Rubric in addition to course rubric) | Performance Based Field Activity | Fall, Spring, SummerELDA 6673 Practicum in English as a Second Language | Course InstructorProgram Coordinator-Alicia Shaw |  |
| Assessment 5: Skill AssessmentStandard 10 | Community Survey to determine needs for the number needs of ESL families(includes data analysis) | survey | Fall, Spring, SummerELDA 6673 Practicum in English as a Second Language | Course Instructor Program Coordinator-Alicia Shaw | 80% of students will score exemplary or proficient |
| Assessment 6: OptionalStandards Assessment Candidate’s skills in a field-based setting.Assess all standards  | Site Mentor Evaluation | survey  | Fall, Spring, SummerELDA 6673 Practicum in English as a Second Language | Course InstructorProgram Coordinator-Alicia Shaw**Prathima Pattada** will collect the data | 80% of students will score exemplary or proficient |

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.

*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?

|  |  |
| --- | --- |
| **Outcome 1**ADE Competency 1 | Demonstrate capacity to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students, build learner capacity for collaboration in face-to-face, blended, and online environments and encourage students to participate as global citizens, Demonstrate capacity to construct flexible, digital, and interactive learning experiences that are useful in a variety of delivery modes, Demonstrate knowledge and understanding of the professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession, as well as to their online school and community. |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2**ADE Competency 2 | Demonstrate capacity to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs, Demonstrate capacity to use communication technologies in a variety of mediums and contexts for teaching and learning, Demonstrate capacity to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.), Demonstrate capacity to identify and explore new tools and test their applicability to their content areas and students |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 3**ADE Competency 3 | Demonstrate capacity to use student-focused instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design), Demonstrate capacity to facilitate and monitor appropriate interaction among students, Demonstrate capacity to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants, Demonstrate capacity to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction, Demonstrate capacity to respond appropriately to the diverse backgrounds and learning needs of the students, 6 Demonstrate capacity to use differentiated strategies in conveying ideas and information, and assist students in assimilating information to gain understanding and knowledge, 7 Demonstrate capacity to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion, Demonstrate capacity to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom, Demonstrate capacity to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher parent interaction, and teacher-mentor interaction |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 4**ADE Competency 4 | Demonstrate capacity to use effective communication skills with students, Demonstrate capacity to provide prompt feedback, communicate high expectations, and respect diverse talents and differentiated learning needs, Demonstrate capacity to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students, Demonstrate capacity to establish and provide clear expectations of class interaction for both teacher and students, Demonstrate capacity to provide a clear explanation of the assessment criteria for the course to students, Demonstrate capacity to provide a clear explanation of the expectations of teacher response time to student queries, Demonstrate capacity to establish and implement criteria for appropriate online behavior for both teacher and students, Demonstrate capacity to use student data to inform instruction, guide and monitor students’ management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners, Demonstrate capacity to use a variety of methods and tools to reach and engage students who are struggling, Demonstrate capacity to orient students to teacher’s instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course,  |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 5**ADE Competency 5 | Demonstrate capacity to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason, Demonstrate capacity to identify the risks and intervene in incidents of academic dishonesty for students, Demonstrate knowledge and understanding of resources and techniques for implementing Acceptable Use Policies (AUP), Demonstrate capacity to model and comply with intellectual property policies and fair use standards and reinforce their use with students, Demonstrate capacity to provide resources for students related to intellectual property and plagiarism, Demonstrate capacity to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 6**ADE Competency 6 | Demonstrate knowledge and understanding of legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), The Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility, Demonstrate capacity to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources, Demonstrate capacity to use differentiated instruction based on the principles of universal design for learning (UDL), Demonstrate capacity to use appropriate tools and technologies to make accommodations to meet student needs, Demonstrate capacity to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs, Demonstrate capacity to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address multiple intelligences, and provide avenues for enrichment or intervention when needed, Demonstrate capacity to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student’s IEP or 504 accommodations, and work in collaboration with others to address student needs, Demonstrate awareness of different learning preferences, diversity, and universal design principles |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 7**ADE Competency 7 | Demonstrate capacity to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures, 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, Demonstrate capacity to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 8**ADE Competency 8 | 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, 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 online learning experience, 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? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 9**ADE Competency 9 | Demonstrate capacity to use student data to plan instruction, Demonstrate capacity to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness, Demonstrate capacity to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance, Demonstrate capacity to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews, Demonstrate capacity to address levels of ability through a variety of alternative interventions, 6 Demonstrate capacity to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts, Demonstrate capacity to provide consistent feedback and course materials in a timely manner and use online tool functionality to improve instructional efficiency, Demonstrate capacity to track student enrollments, communication logs, attendance records, etc,, Demonstrate capacity to employ ways to assess student readiness for course content and method of delivery, Demonstrate capacity to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery, Demonstrate capacity to create opportunities for student self-assessment within courses, Demonstrate capacity to empower students to independently define short-and long-term learning goals and monitor their personal progress |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 10**ADE Competency 10 | Demonstrate knowledge and understanding of the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators, Demonstrate knowledge and understanding of the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

|  |  |
| --- | --- |
| **Outcome 1**ADE Competency 11 | Demonstrate knowledge and understanding of critical digital literacies and 21st century skills, Demonstrate knowledge and understanding of appropriate use of technologies to enhance learning, , Demonstrate capacity to modify and add content and assessment, using an online Learning Management System (LMS), Demonstrate capacity to create and modify engaging content and appropriate assessments in an online environment, Demonstrate capacity to incorporate multimedia and visual resources into an online module, Demonstrate capacity to use and incorporate subject-specific and developmentally appropriate software in an online learning module, Demonstrate capacity to review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis, Demonstrate capacity to create assignments, projects, and assessments that are aligned with UDL, Demonstrate capacity to arrange media and content to help transfer knowledge most effectively in the online environment |
| Which learning activities are responsible for this outcome? | Internship Plan, internship activities, reflections |
| Assessment Measure  | Internship log |

**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. 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 6433. Capstone** Provides students with practical hands-on clinical experience in a school setting, focusing on authentic problems and activities that require students to demonstrate skills in instructional technology.