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| For Academic Affairs and Research Use Only |
| CIP Code:  | 13.1317 |
| Degree Code: | 6940 |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[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 for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Gary Edwards 10/5/2016**Department Curriculum Committee Chair** | Rob Williams 12/5/2016**COPE Chair (if applicable)** |
| Joseph Key 10/5/2016**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| Warren Johnson 10/13/2016**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Deborah Chappel Traylor 10/17/2016**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 12/7/2016**Head of Unit (if applicable)**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

**Dr. Kellie Wilson Buford,** **kbuford@astate.edu****, 870-972-3388**

2. Proposed Starting Term and Bulletin Year

**Fall 2017, Academic Year 2017-2018**

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*. )

**EDSS 6103**

 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).

**MSE Social Science Capstone Portfolio**

**Shortened title to be used on transcripts: EDSS Capstone Portfolio**

**Course will not have variable titles.**

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

**Final course for MSE Social Science students featuring the creation of an advanced teaching and technology portfolio aligned with the National Council for the Social Studies pedagogical and thematic standards. Restricted to MSE Social Science students. Prerequisite: Permission of instructor.**

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?

**Permission of instructor.**

* 1. Why or why not?

**This course is restricted to MSE Social Science students who have completed all other program requirements. Students must complete 30 hours of HIST and Social Science coursework in order to have the knowledge and material with which to complete this course.**

1. Is this course restricted to a specific major? **Yes**
	1. If yes, which major? **MSE Social Science**

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.

**Capstone**

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? **No**

 Please explain. Enter text...

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? **No**

a. If yes, which course?

Enter text...

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? **No**

If yes, provide contact information 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.)

**WEEK 1: Introduction to MSE Capstone Portfolio and iTunes U; Requirements; Sample Portfolio Virtual Walkthrough**

**WEEK 2: Navigating the Standards – NCSS, ISTE, Common Core and the AR Curriculum Frameworks**

**WEEK 3: Meeting Professionalism Standards**

**WEEK 4: Documenting Differentiated Instructional Strategies in the Social Studies**

**WEEK 5: Collecting and Analyzing Assessment Data**

**WEEK 6: American and World History Artifacts**

**WEEK 7: African-American and Arkansas History Artifacts**

**WEEK 8: World Geography Artifacts**

**WEEK 9: Civics and American Government Artifacts**

**WEEK 10: Economics Artifacts**

**WEEK 11: Sociology and Psychology Artifacts**

**WEEK 12: Teaching Video Peer and Self Evaluations**

**WEEK 13: Letters to My Future Teacher Self**

**WEEK 14: Virtual Presentations with Zoom Technology; Closure**

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

**Online creation of an advanced teaching portfolio aligned with the National Council for the Social Studies pedagogical and thematic content standards that incorporates multi-media projects, unit plans, teaching videos and self-reflections, peer reviews of teaching sessions, adaptation of content into lesson plans and much more. This portfolio will build a strong foundation for candidates who wish to pursue National Board Certification.**

19. Department staffing and classroom/lab resources

 **Dr. Kellie Buford will be the only faculty member teaching this course**

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 purpose of this course is to provide MSE Social Science candidates with a capstone experience at the end of their program tailored specifically to their needs as graduate students of the social sciences and social studies teachers. The capstone experience is the equivalent of a traditional graduate thesis for students completing an M.A. in History. The course provides students the opportunity to synthesize the content knowledge they gained in their graduate coursework and apply it in their own social studies classrooms through the creation of an advanced teaching and technology portfolio in iTunes U aligned with the National Council for the Social Studies pedagogical and thematic standards. Candidates will learn how to: utilize the latest technology to enhance their teaching effectiveness, translate social studies content into effective lesson and unit plans that align with AR Curriculum Frameworks and common core standards, engage in a constant cycle of self-reflection on teaching effectiveness, create meaningful assessment measures and collect and analyze assessment data to improve student learning, collaborate with other professional social studies educators across the nation in the creation of new social studies curriculum, and participate in the National Council for the Social Studies annual conference.**

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 complements the department curriculum committee’s goal to implement courses that engage students in their respective fields at the highest levels of critical thinking and provide students opportunities to develop the necessary skills to become leaders in their professions.**

c. Student population served.

**Students enrolled in the MSE Social Science program.**

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

**As the final course in the MSE Social Science program, this course is rigorous and requires MSE candidates to synthesize all of their previous graduate work. The creation of this portfolio is the equivalent of completing a traditional thesis for graduate students of History and will require extensive time commitment.**

**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. **[X]** Thinking Critically
 | * 1. **[X]** Information Literacy
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**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?

**This course meets MSE Social Science program-level learning outcomes 1, 2 and 3:**

**1. Content Knowledge: *A graduate with an MSE in Social Science Education will evaluate the major historical patterns and historiographical debates in World and U.S. History*.**

**2. Technology & Pedagogy Competency: *A graduate with an MSE in Social Science Education will apply content knowledge and best pedagogical practices in the creation of a comprehensive technology MSE Teaching Portfolio.***

**3. Communication & Teaching Effectiveness Competency: *A graduate with an MSE will create and teach engaging and effective social studies lessons at the community college and secondary school levels.***

**\*This course, as the first of its kind for this program, will establish three direct capstone assessments for all MSE candidates: a summary content exam, a comprehensive teaching portfolio and a teaching evaluation. Program completers will also complete the Graduate Exit Survey at the end of the Capstone course to offer feedback on the program’s strengths and weakness. The very low enrollment numbers for this program over the past ten years have made it difficult to establish and maintain a systematic assessment plan for this program. Currently there is insufficient enrollment for assessment purposes. The History Department Assessment Committee will begin reporting data once students begin to matriculate. This capstone course is the vehicle for the MSE program’s assessment plan and is required once all other program requirements have been met. Please see the MSE program assessment plan below.**

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.

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | A graduate with an MSE in Social Science Education will evaluate the major historical patterns and historiographical debates in World and U.S. History. |
| Assessment Measure | Summary exam embedded in EDSS 6103 to assess historical and historiographical knowledge in U.S. and World History. Exam will consist of multiple-choice questions to test historical knowledge and short essay questions to test historiographical knowledge.Indirect Measure: Graduate Exit Survey in final week of Capstone Course after all grades are submitted\*Faculty will develop and use a portfolio rubric to measure candidate competency in pedagogy\* |
| Assessment Timetable | Summary exam data and graduate exit survey will be collected in the Capstone course and reported to the Assessment Office every time it is offered. It will be offered once each year when students begin to matriculate. Once five students matriculate, we will develop benchmarks and action plans as needed.  |
| Who is responsible for assessing and reporting on the results? | Dr. Kellie Buford Capstone Course Instructor; Assessment committee |

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| **Program-Level Outcome 2 (from question #23)** | A graduate with an MSE in Social Science Education will apply content knowledge and best pedagogical practices in the creation of a comprehensive technology MSE Teaching Portfolio. |
| Assessment Measure | Mandatory MSE Portfolio that aligns with National Council for the Social Studies standards, Common Core standards, Arkansas Curriculum Frameworks, and AR INTASC standards for professional educators. The portfolio will be created in EDSS 6103. The portfolio will require artifacts that align to different standards including but not limited to the creation and implementation of unit and lesson plans, the application of various teaching methods and strategies to meet diverse learning needs, self-reflections on video recorded lessons of candidate’s teaching, and evaluation of assessment data to improve student learning.Indirect Measure: Graduate Exit Survey in final week of Capstone Course after all grades are submitted\*Faculty will develop and use a portfolio rubric to measure candidate competency in pedagogy\* |
| Assessment Timetable | Portfolio data and Graduate exit survey will be collected in the Capstone course and reported to the Assessment Office every time it is offered. It will be offered once each year when students begin to matriculate. Once five students matriculate, we will develop benchmarks and action plans as needed.  |
| Who is responsible for assessing and reporting on the results? | Dr. Kellie Buford Capstone Course instructor; Assessment committee |

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| **Program-Level Outcome 3 (from question #23)** | A graduate with an MSE will create and teach engaging and effective social studies lessons at the community college and secondary school levels. |
| Assessment Measure | Formative evaluation of candidate teaching a secondary social studies lesson to measure teaching effectiveness using Arkansas Department of Education’s Teacher Evaluation Instrument. Indirect Measure: Graduate Exit Survey in final week of Capstone Course after all grades are submitted |
| Assessment Timetable | Teaching evaluation data and Graduate exit survey will be collected in the Capstone course and reported to the Assessment Office every time it is offered. It will be offered once each year when students begin to matriculate. Once five students matriculate, we will develop benchmarks and action plans as needed.  |
| Who is responsible for assessing and reporting on the results? | Dr. Kellie Buford Capstone Course Instructor; Assessment committee |

*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**

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

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 1** | Students will create artifacts that meet NCSS, ISTE and Common Core standards and Arkansas Curriculum Frameworks |
| Which learning activities are responsible for this outcome? | Assigned readings and discussionSample portfolio walk-throughs |
| Assessment Measure and Benchmark | Teaching portfolio (we realize this is already a program-level assessment measure); without one year of data we cannot establish a valid benchmark but once we collect one year of data we will establish a benchmark |

**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.* |

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| **University Requirements:**  |  |
| See Graduate School Degree Policies for additional information (p. 36)  |  |
| **Professional Education Core Courses:**  | **Sem. Hrs.**  |
| ~~ELFN 6773, Introduction to Statistics and Research~~  *EDSS 6103 MSE Social Science Capstone Portfolio* | 3  |
| ELFN 6763, Philosophies of Education **OR** PSY 6513, Advanced Educational Psychology  | 3  |
| **Select one of the following:** ELCI 5523, Middle School CurriculumELCI 6063, Curriculum ManagementELCI 6523, Secondary School CurriculumELFN 6763, Philosophies of Education *(if not taken previously)*PSY 6513, Advanced Educational Psychology *(if not taken previously)*  | 3  |
| **Sub-total**  | **9**  |
| **Program Requirements:** *HIST 6213, The Practice of History is required for candidates who have not previously taken an equivalent course. It is not counted toward the 30 hours required for a degree.*  | **Sem. Hrs.**  |
| History Electives  | 6  |
| Social Science (Political Science, Geography, Sociology, Economics) Electives  | 6  |
| United States History Electives  | 6  |
| World History Elective  | 3  |
| **Sub-total**  | **21**  |
| **Total Required Hours:**  | **30**  |

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**Methods and Materials - Secondary Education**

**TISP 5826 . Teaching Internship in the Secondary School (Speech Communication and Theatre)** This course is a culmination of the entire secondary education curriculum for speech and theatre. The course involves application of all materials and methods previously learned in major coursework and professional education preparatory classes.

**EDEN 5553. Methods and Materials for Teaching English in the Secondary School** The study of models of teaching and instruction and of assumptions underlying current teaching-learning practices for English in secondary schools. Opportunities to develop skills and strategies for teaching language, literature, and composition to culturally diverse students.

**EDEN 5653. Methods and Materials in the Teaching of English in the Middle School** Middle school methods focuses on understanding the special needs of the middle school student and ap­plying this to the techniques for teaching language, literature, and composition. Through reading, research, demonstration, and class discussion, the students learn about and practice appropriate techniques for culturally diverse middle school students.

**EDAR 5523. Methods and Materials in the Teaching of Art** Emphasis on the practical ap­plication of art in the secondary school. Techniques and strategies of teaching art, developing an art curriculum, assessing and motivating students. Prerequisite: Admission to Teacher Education Program.

**EDMA 5563. Methods and Materials for teaching Mathematics in the Secondary School** Historical and current trends in teaching mathematics and the secondary school level. Major Em­phasis on content and concept development and their application in the mathematics classroom. Practice in use of appropriate technologies, applying teachings techniques, and formulating stu­dent evaluations will be emphasized.

**EDSC 5593. Methods and Materials for Teaching Science in the Secondary School** Philo­sophical bases, teaching techniques, curriculum development, classroom management, facility resources, and equipment are emphasized.

**EDSS 5603. Methods and Materials for Teaching Social Studies in the Secondary School** Historical and current trends in teaching social studies at the secondary school level Major em­phasis on content and concept development and their application in the social studies classroom. Practice in writing objectives, applying teaching techniques, and formulating student evaluations.

***EDSS 6103. MSE Social Science Capstone Portfolio*** *Final course for MSE Social Science students featuring the creation of an advanced teaching and technology portfolio aligned with the National Council for the Social Studies pedagogical and thematic standards. Restricted to MSE Social Science students. Prerequisite: Permission of instructor.*

**EDSP 5543. Methods and Materials for Teaching Speech Communication and Theatre In the Secondary Schools** Methods and resources for teaching speech communication and theatre in the secondary schools. Emphasis is on teaching strategies for interpersonal commu­nications, group dynamics, and critical thinking, reasoning, and diversity. The development of a portfolio is required.

**Special Education (ELSE)**

**ELSE 5043. Educational Diagnosis and Assessment in Special Education** A study of the principles and practices for assessment and identification of individuals with disabilities. Adminis­tration of formal and informal assessment instruments, and interpretation and reporting of assess­ment data is emphasized.

**ELSE 5083. Collaboration for Special Education Service Delivery** A study of the team plan­ning process, working with families, and service delivery options for special education, including special class placement, consultation, and collaborative teaching.

**ELSE 5633. Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabili­ties** Developing comprehensive understanding of diagnostic and corrective needs of indi­viduals with reading disabilities in special education classrooms.

**ELSE 5683. Methods for Working with Families** Development of effective interpersonal communicative skills; conducting parent-teacher conferences; and designing training programs for parents.

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**Methods and Materials Teaching Social Studies (EDSS)**

**EDSS 5603. Methods and Materials for Teaching Social Studies in the Secondary School** Historical and current trends in teaching social studies at the secondary school level. Major emphasis on content and concept development and their application in the social studies classroom. Practice in writing objectives, applying teaching techniques, and formulating student evaluations.

***EDSS 6103. MSE Social Science Capstone Portfolio*** *Final course for MSE Social Science students featuring the creation of an advanced teaching and technology portfolio aligned with the National Council for the Social Studies pedagogical and thematic standards. Restricted to MSE Social Science students. Prerequisite: Permission of instructor.*

**DEPARTMENT OF LANGUAGES**

**French (FR)**

**FR 5503. Special Topics** Advanced study in a genre, movement, author, culture or other specialized topics. May be repeated when topic changes. Prerequisite: permission of professor.

**FR 560V. Special Project in Teachin**g An independent study and practical application of selected professional topics in language teaching. May not be used to satisfy any degree requirements. Prerequisite: BSE majors only with at least 21 hours above FR 2023 and permission of professor.

**FR 680V. Independent Study**

**Spanish (SPAN)**

**SPAN 5503. Special Topics** Intensive study of a theme, motif, literary movement, genre, author, or a significant feature of several works of Spanish literature. May be repeated when topic changes. Prerequisite: SPAN 3413 or permission of professor.

**SPAN 560V. Special Project in Teaching** An independent study of selected professional topics in language teaching. This course may not be used to satisfy any degree requirements. May be repeated for up to six hours credit. Prerequisite: BSE majors only with at least 21 hours above SPAN 2023 and permission of professor.