

NWCCU (minor)

Level 1

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page –

<http://www.msun.edu/admin/provost/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)

Proposal # 10-24	Title: Master of Science in Education in Learning Development
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(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)

	Date			
Received by ACAD Senate	04-13-11			
Forwarded to Gen Ed Committee	_____	Approved _____	Disapproved _____	
		Signature _____	Date _____	
Returned to ACAD Senate	_____			
Forwarded to Curriculum Committee	_____	Approved _____	Disapproved _____	
		Signature _____	Date _____	
Returned to ACAD Senate	_____			
Forwarded to Graduate Council	04-14-11	Approved _____	Disapproved _____	
		Signature <i>Ashley Sellers</i>	Date 4/27/11	
Returned to ACAD Senate for Vote	04-28-11	Approved _____	Disapproved _____	
		Signature <i>[Signature]</i>	Date _____	
Forwarded to Provost for Approval/Disapproval	4-29-11	Approved _____	Disapproved _____	
		Signature <i>Rosalyn Smith</i>	Date 5-5-11	
Forwarded to Chancellor for Approval/Disapproval	_____	Approved _____	Disapproved _____	
		Signature <i>Paul Turner</i>	Date 5.5.11	
Copies sent to originating college and	_____			

Montana Board of Regents
LEVEL I REQUEST FORM

Item Number: XXX-XXXX+XXXXX

Meeting Date: July 19, 2011

Institution: Montana State University-
Northern

CIP Code: 13.0607

Program Title: Master of Science in Education in Learning Development

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the Board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner for Academic and Student Affairs, by no later than five weeks prior to the final posting date for the next scheduled meeting of the Board. The Deputy Commissioner will review the proposal and respond to the proposing campus with any questions or concerns within one week, allowing the proposing campus one week to respond before the Item is posted for the BOR scheduled meeting.

X A. Level I (place an X for all that apply):

Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges. For Level I actions on degree programs or certificates, the process must begin when the proposing campus posts its intent on the MUS academic planning web site. **Submit with completed Curriculum Proposals Form.**

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Placement of program into moratorium via a Program Termination Checklist;
- 4. Adding new minors or certificates where there is a major;
- 5. Adding new minors or certificates where there is an option in a major;
- 6. Departmental mergers and name changes;
- 7. Program revisions; and
- 8. Distance or online delivery of previously authorized degree or certificate programs.

B. Level I with Level II documentation:

With Level II documentation circulated to all campus chief academic officers in advance, the Deputy Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Deputy Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Deputy Commissioner or designee will move the item to the Level II review process. **Submit with completed Curriculum Proposals Form.**

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and

Montana Board of Regents

LEVEL I REQUEST FORM

Item Number: **XXX-XXXX+XXXXX**

Meeting Date: **July 19, 2011**

_____ colleges or schools with the exception of the five Colleges of Technology where changes require Board action;

_____ 3. Consolidating existing programs and/or degrees.

C. Temporary Certificate or A.A.S. degree programs

Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and /or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

All other Level I Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

D. Campus Certificates

Although certificate programs of 29 credits or fewer may be implemented by the individual campuses without approval by the board of regents, those certificates do need to be reported to the office of the commissioner of higher education and listed on the Montana University System's official degree and program inventory. These Level I proposals will be listed as information items at the next regular meeting of the board.

Specify Request: Master of Science in Education, Learning Development

- (1) Program revisions: There are two significant changes in the program revision submitted for the M.S in Education, Learning Development (also noted are changes at the course level):
 - a. The learning development program leads to a master's degree; thus, all course numbers are changing from the 6XX level to the 5XX level.
 - b. In addition:
 - i. All course titles were reviewed and several updates are submitted which better illustrate the courses' descriptions. The program revision form is attached for review.
 - ii. Each course description in the program was reviewed. The program's course descriptions are submitted with updated language to reflect the professional standards of the Montana's Office of Public Instruction Professional Educator Preparation Program Standards (PEPPS) and National Board for Professional Teaching Standards (NBPTS).
 - c. The program delivery has been modified from a weekend cohort delivery model to an on-line (using D2L platform) delivery model with a weekend residency requirement for program orientation and regular semester residency meetings in selected locations.

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Signature Date 4/11/11
Dean [Signature] Signature (indicates "college" level approval) Date 4/11/11

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 606)

Course Title: Research Methods

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

The course is designed to assist teachers to develop the desire and the skills to read, interpret, evaluate, and utilize the results of systematic inquiry and empirically developed knowledge in their educational planning and decision-making. This implies a positive value orientation toward research-generated information as well as an understanding of the strengths and limitations of research methodology when compared to other approaches to developing knowledge.

Proposed or New Catalog Description (include all prerequisites):

The course is designed to assist teachers and other facilitators of learning to develop the desire and the skills to read, interpret, evaluate, and utilize the results of systematic inquiry and empirically developed knowledge in their educational planning and decision-making. This implies a positive value orientation toward research-generated information as well as an understanding of the strengths and limitations of research methodology when compared to other approaches to developing knowledge.

Course Outcome Objectives:

The goals and objectives of this course is to provide learners with the information and skills needed to be a critical consumer of research in the field of education, to engage the learners in dialogue concerning the same, and to engage the learners in the creation of an action research proposal which facilitates learners understanding of how to develop, interpret, conduct and evaluate educational research. In addition, the course will begin the process of developing an action research proposal.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

(The following text is a mirrored/ghosted image of the form content, appearing upside down and faintly.)

NEW _____ MAJOR REVISION _____ FOR INFORMATION ON _____
College Catalog Number _____
Program Area Learning Department _____
Department _____
Faculty _____
Signature _____
Date _____

This provides a brief explanation of rationale for the proposed revision(s):
According to DOE policy, master's level courses are at the 5XX level. This is the learning
Development or Area requires re-numbering from 6XX to 5XX. Some courses are revised to
increase clarity. The policy is changing from 6000 to 5000 to better reflect the professional nature of the
program's students.

Please provide the following information:
College Catalog Number _____
Program Area Learning Department _____
Date 12/11/11 _____
Course Title & Area: EDC 5XX (EDUC 607) _____
Course Title: Educational Measurement and Statistics _____
Credits: 3 _____
Required by: Learning Development master's degree _____
Subject: _____
Effective in: _____
General Education: _____
Lecturer: _____
Lecturer/TA: _____
Credible Lab: _____
Contact hours/lecture: _____
Contact hours/lab: _____

Current Catalog Description (include all prerequisites):
A course designed to enable students to understand and apply basic principles of educational and
psychological measurement and evaluation emphasizing those statistical concepts used in the
construction, implementation and interpretation of standardized and teacher generated measuring
instruments.

Purpose of New Catalog Description (include all prerequisites):
This course designed to enable students to understand and apply basic principles of educational and
psychological measurement and evaluation emphasizing those statistical concepts and methodologies
used in the construction, implementation and interpretation of standardized and teacher generated
measuring instruments for use in specific learning environments.

Course Outcome Objectives:
It is expected the course will help candidates understand when it can be concluded that there is a causal and
direct relationship when there is a statistical significance and the level significance and the area of
variability is a normal occurrence. The specific course objectives are as follows:

1. Understand the purpose of statistics.
2. Develop an understanding of statistics and their use and how they are conducted.
3. Be able to construct graphs, including bar graphs, histograms, and polygons.
4. Define and compare each of the three levels measures of central tendency.
5. Understand the measures of variability and able to tell the difference between sets of
scores with low versus high variability.
6. Transfer, interpret and understand the purposes of research.

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter: [Signature] Signature Date 4/11/11
Dean: [Signature] Signature (indicates "college" level approval) Date 4/11/11

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 607)

Course Title: Educational Measurement and Statistics

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

A course designed to enable students to understand and apply basic principles of educational and psychological measurement and evaluation emphasizing those statistical concepts used in the construction, implementation and interpretation of standardized and teacher generated measuring instruments.

Proposed or New Catalog Description (include all prerequisites):

This course designed to enable candidates to understand and apply basic principles of educational and psychological measurement and evaluation emphasizing those statistical concepts and methodologies used in the construction, implementation and interpretation of standardized and teacher generated measuring instruments for use in specific learning environments.

Course Outcome Objectives:

In general the course will help candidates understand when it can be concluded that there is a cause and effect relationship; when there is a statistical significance and practical significance and the idea that variability is a natural occurrence. The specific course objectives are as follows:

1. Understand the purpose of statistics.
2. Develop an understanding of significance and effect size and how they are connected.
3. Be able to construct graphs, including bar graphs, histograms, and polygons.
4. Define and compute each of the three basic measures of central tendency.
5. Understand the measures of variability and able to tell the difference between sets of scores with low versus high variability.
6. Describe, transform and understand the purposes of z-scores.

7. Determine the probability of an event.
8. Understand the logic of hypothesis testing.
9. Know when you must use the t statistic rather than a z score for hypothesis testing.
10. Perform an analysis of variance for the data from a single-factor, independent-measures experiment.
11. Understand the uses and limitations of correlation.
12. Recognize the experimental situations where chi-square tests are appropriate.
13. Develop the competencies to use a basic statistical software program.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Dean [Signature] Date 4/11/11
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 623)

Course Title: Learning Technologies

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

This course is an introduction to the theory and practice of both integrating technologies into the learner-centered K-16 classroom and to the learning technologies encountered throughout the graduate education courses at MSU-Northern. Students will explore the use of technologies to enhance learning environments, actively engage students, and to develop professional teaching practices. The development of standards-based electronic portfolios co-designed by the instructor and the individual student are a major outcome and learning project for this course.

Proposed or New Catalog Description (include all prerequisites):

This course is an introduction to the theory and practice of both integrating technologies into the learner-centered classroom and to the learning technologies encountered throughout the graduate education courses at MSU-Northern. Candidates will explore the use of technologies to enhance learning environments, actively engage students, and to develop professional teaching practices. The development of standards-based electronic portfolios co-designed by the instructor and the individual candidate are a major outcome and learning project for this course.

Course Outcome Objectives:

1. Recall, define, explain, and exemplify key terminology related to learning technologies;
2. Implement environmental scanning strategies to "discover" new learning technologies;
3. Classify learning technologies according to their function and purpose;
4. Evaluate learning technologies for appropriate and effective integration according to the constructivist principles of meaningful learning;

5. Analyze, assess, and evaluate learning technologies through the three critical and interrelated lenses of theory, research, and practice;
6. Develop technology enriched lesson plans that support meaningful learning;
7. Design technology enriched classrooms that support meaningful learning;
8. Utilize learning technologies to implement alternative assessment strategies for meaningful learning;
9. Utilize learning technologies to effectively communicate and collaborate as a member of a learning community;
10. Utilize learning technologies to effectively present information, facilitate discussion, and build community;
11. Analyze and evaluate their own strategic knowledge, knowledge about cognitive tasks, and self-knowledge via reflection as a means to demonstrate meaningful learning;
12. Execute the dispositions, skills, traits, and habits appropriate for a master instructor through interactions and collaborations with colleagues and instructors; and,
13. Demonstrate scholarly research and writing skills, including knowledge of the APA format.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Signature Date 4/11/11
Dean [Signature] Signature (indicates "college" level approval) Date 4/11/11

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 625)

Course Title: Assessment and Evaluation

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

This course is designed to provide candidates the foundation in assessment measures used in the K-12 classrooms that aid education decision-making. Fundamental assessment and evaluation topics include validity, reliability, item construction, test interpretation, norm-referenced, criterion referenced and alternative methods of assessment. Pre-requisite: EDUC 607.

Proposed or New Catalog Description (include all prerequisites):

This course is designed to provide candidates the foundation in assessment measures used in learning environments that aid thoughtful decision-making. Fundamental assessment and evaluation topics include validity, reliability, item construction, test interpretation, norm-referenced, criterion referenced and alternative methods of assessment focusing on research based best practices.

Course Outcome Objectives:

1. Understand the historical development of assessment & evaluation.
2. Recognize the connection between national, state, and district standards and the relationship to instruction and professionalism.
3. Recognize the importance of assessment as a component of the educational process.
4. Understanding the differences between sound and unsound assessment practices.
5. Learning to use assessment for learning to inform instructional decisions and as a teaching

- tool through student involvement.
- 6. Review research on assessment for learning.
- 7. Understand the keys to designing various assessment methods.
- 8. Develop the skills to communicate assessment results.
- 9. Investigate the use of standardized tests in education and workplace environments.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Signature Date 2/1/11
Dean [Signature] Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 648)

Course Title: Learning Theory

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

This course will look at developing knowledge of learning theory and skills necessary to create classrooms where theory is applied to empower students as learners. The course will develop an understanding of learning theory; the ways in which application can transform teaching and learning practices; and how you can adapt your practices to apply learning theory to your goals and the context of your classroom.

Proposed or New Catalog Description (include all prerequisites):

This course will look at developing knowledge of learning theory and skills necessary to create learning environments where learning theory is applied to empower students as learners. The course will develop an understanding of learning theory; the ways in which application can transform instruction and learning practices; and how you can adapt your practices to apply learning theory to your goals and the context of your instructional environment.

Course Outcome Objectives:

The objectives are to assist candidates to

1. Compare and contrast learning theories.
2. Understand and critique your current beliefs about how students learn and what changes are appropriate for your own professional instructional practice.
3. Demonstrate how you have integrated the concept of learning theories into your instructional planning (lesson plans, unit guides, etc.) documents.
4. Acquire an understanding of complex and abstract concepts based upon a foundation of learning theories.

5. Develop a novice level of competency using a learning contract.
6. Rethink and implement a process to ensure learning theories are considered in your planning and instruction of specific content.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Dean [Signature] Date 2/11/11
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 650)

Course Title: Critical and Creative Thinking (formerly Critical and Creative Thinking in Learning)

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

This course will provide an examination of the epistemological and environmental elements underlying critical, creative and futures thinking to the educational setting. Students will develop an understanding of the application of theory and technique to various content fields and learning environments. A group project proposing an application to an educational setting will be completed.

Proposed or New Catalog Description (include all prerequisites):

This course will provide an examination of the epistemological and environmental elements underlying critical, creative and futures thinking to the professional educational setting. Candidates will develop an understanding of the application of theory and technique to various content fields and learning environments. A group project proposing an application to an educational setting will be completed.

Course Outcome Objectives:

1. Define and exemplify reflective learning and each of its components: critical, creative, and quadra-linear thinking;
2. Explain the relationships between critical, creative, and quadra-linear thinking as the necessary elements of reflective learning;

3. Explain and exemplify the need for critical, creative, and quadra-linear thinking to play significant roles within the reflective learning process;
4. Identify, evaluate, and implement critical, creative, and quadra-linear thinking strategies to support their own teaching and learning processes;
5. Identify, evaluate, and teach critical, creative, and quadra-linear thinking strategies to support their students' learning processes;
6. Develop original, developmentally appropriate learning experiences enriched with critical, creative, and quadra-linear teaching strategies to effectively support the constructivist principle of meaningful learning;
7. Develop original, developmentally appropriate learning experiences that support the development of critical, creative, and quadra-linear thinking strategies in their students;
8. Assess and evaluate critical, creative, and quadra-linear thinking skills in themselves and their students;
9. Assess and evaluate reflective learning capacity in themselves and their students;
10. Analyze and evaluate their own strategic knowledge, knowledge about cognitive tasks, and self-knowledge via reflection as a means to demonstrate the constructivist principal of meaningful learning; and,
11. Execute the dispositions, skills, traits, and habits appropriate for a master instructor through interactions and collaborations with colleagues and instructors.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies _____ Program Area Learning Development _____ Date 1/31/11 _____

Submitter [Signature] Signature _____ Date 4/11/11 _____
Dean [Signature] Signature (indicates "college" level approval) _____

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 652)

Course Title: Learning Systems (formerly Learning Systems: Theory and Design)

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

A study of systems theory and applications in human development and learning environments. Emphasis is upon the understanding of cause and effect in the design and implementation of outcome oriented applications within diverse systems. A major component is the design of a learning system approach to a situation identified by the student.

Proposed or New Catalog Description (include all prerequisites):

This course is an examination of systems theory and applications in human development and learning environments. Emphasis is upon the understanding of cause and effect in the design and implementation of outcome oriented applications within diverse systems. A major component introduced in the course is the design of a learning system approach to a situation identified by the candidate.

Course Outcome Objectives:

Course Objectives:

1. Define and exemplify terminology related to systems theory;
2. Understand and explain systems theory as it applies to learning environments;

3. Apply systems theory to describe and analyze a typical learning system in a way that captures the richness and synergy of the elements, processes, transactions, relationships, and dynamics of the system;
4. Design a solution to a common learning systems problem utilizing a systems theory approach;
5. Explain and exemplify the need for systems thinking to play a significant role within learning systems;
6. Identify, evaluate, and implement systems thinking strategies to support their own teaching and learning processes
7. Identify, evaluate, and teach systems thinking strategies to support their students' learning processes;
8. Develop original, developmentally appropriate learning experiences enriched with systems teaching strategies to effectively support the constructivist principle of meaningful learning;
9. Develop original, developmentally appropriate learning experiences that support the development of systems thinking strategies in their students;
10. Assess and evaluate systems thinking skills in themselves and in their students;
11. Analyze and evaluate their own strategic knowledge, knowledge about cognitive tasks, and self-knowledge via reflection as a means to demonstrate the constructivist principal of meaningful learning;
12. Execute the dispositions, skills, traits, and habits appropriate for a master instructor to possess through interactions and collaborations with colleagues and instructors.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Signature Date 4/11/11
Dean [Signature] Signature (indicates "college" level approval) Date 4/11/11

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 654)

Course Title: Graduate Seminar

Credits: 3 (formerly 1-3)

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3 (formerly 1-3)

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Investigation into topics of current concern and interest in education.

Proposed or New Catalog Description (include all prerequisites):

This course will explore contemporary dialogue in the field of education and learning at the international, national, state, regional and local levels. Specific attention will be given to conversations about improving learning and the challenges this entails in a system that is driven by local and state control but increasing funded and mandates at the federal level. Low performing schools and strategies for improvement will be explored and discussed.

Course Outcome Objectives:

The objectives are to assist candidates to

1. Interpret and reflect upon the place of courage, integrity, and identity in a teacher's inner life.
2. Articulate the issues relating to diversity in your classroom and the impact it has on learning.
3. Reflect on the individual student's learning process for use in improving one's ability to grow as a teacher.
4. Develop an awareness how the fads of educational reform are articulated and how these concerns could be addressed.
5. Pursue an area of interest and share this with cohorts and others in the profession.

6. Enhance an understanding of international, federal, state, regional and local issues that are always influencing the professional educational environment.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Dean [Signature] Date 2/1/11
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 658)

Course Title: Mastery Learning (formerly Enhancing Learning Through Content)

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

This course provides the student the opportunity to engage in the process of exploring specific content areas and developing teaching strategies that will improve learning outcomes. Included in the course will be a review of literature that reflects research-based practices and content expert characteristics.

Proposed or New Catalog Description (include all prerequisites):

This course provides the student the opportunity to engage in the process of exploring the theory of mastery learning and its application to specific content areas by developing teaching strategies that will improve learning outcomes. Included in the course will be a review of literature that reflects research-based practices and content expert characteristics to improve learning outcomes.

Course Outcome Objectives:

1. Define and exemplify terminology related to mastery learning and Bloom's revised taxonomy;
2. Summarize and explain concepts related to mastery learning and Bloom's revised taxonomy;
3. Analyze and evaluate the efficacy of mastery learning principles to support and enhance the constructivist principle of meaningful learning;
4. Explain and exemplify the need for the principles of mastery learning and Bloom's revised taxonomy to design educational systems in a way that assumes all students can succeed;
5. Analyze and evaluate a unit/course for alignment with the principles of mastery learning and Bloom's revised taxonomy;
6. Apply the principles of mastery learning and Bloom's revised taxonomy to revise or design a unit/course according to the principles of mastery learning;

7. Implement the principles of mastery learning and Bloom's revised taxonomy to promote mastery learning in students;
8. Assess and evaluate students' learning according to the principles of mastery learning and Bloom's revised taxonomy;
9. Analyze and evaluate their own strategic knowledge, knowledge about cognitive tasks, and self-knowledge to demonstrate reflective learning related to mastery learning and Bloom's revised taxonomy;
10. Execute the dispositions, skills, traits, and habits appropriate for a master instructor through interactions and collaborations with colleagues and instructors.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED X MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Dean [Signature] Date 2/11/11
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is outdated and no longer part of the Learning Development curriculum.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDUC 674

Course Title: Problem Solving Strategies

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

This course will introduce the student to strategies that support effective classroom management. The course will engage the learner in self-assessment and student assessment to develop a professional implementation plan for enhancing student achievement through intervention and prevention strategies involved in the classroom environment. Prerequisite: Admission to graduate program or permission of instructor.

Proposed or New Catalog Description (include all prerequisites):

Course Outcome Objectives:

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X _____ FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Signature Date 4/11/11
Dean [Signature] Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 675)

Course Title: Cooperative Learning (formerly Achieving Student Outcomes Through Cooperative Learning)

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Achieving Student Outcomes Through Cooperative learning is designed to train educators to effectively set-up, manage and debrief group work so that students learn academics and interpersonal skills. Educators become proficient in group set-up, monitoring and debriefing. They learn how to prevent typical classroom problems that often occur during group work and manage effectively those problems that do occur. They learn to manage collaborative processes so that students learn academics and interpersonal skills simultaneously.

Proposed or New Catalog Description (include all prerequisites):

The Cooperative Learning course learning is designed to support instructors to effectively set-up, manage and debrief group work so that students learn content and interpersonal skills conducive for cooperative learning. Educators become proficient in group set-up, monitoring and debriefing. They learn how to prevent typical learning environment problems that often occur during group work and manage effectively those problems that do occur. Candidates learn to manage collaborative processes so that learners achieve course outcomes and interpersonal skills simultaneously.

Course Outcome Objectives:

1. Define cooperative learning and exemplify multiple cooperative learning strategies;
2. Identify, explain, and analyze the relevant theoretical foundations (and related theorists) of cooperative learning and small group dynamics;

3. Summarize and explain the effects and implications of cooperative learning/small group practices as they relate to student motivation and classroom management;
4. Summarize and interpret research supporting the efficacy of cooperative learning;
5. Plan and implement original, developmentally appropriate learning experiences enriched with cooperative teaching and learning strategies to effectively support the constructivist principle of meaningful learning;
6. Plan and implement original, developmentally appropriate learning experiences that support the development of group skills and strategies in their students;
7. Assess and evaluate constructive learning and group skills within a cooperative learning environment;
8. Facilitate the development of effective cooperative learning practices/group skills within their learning environment in order to support and enhance students' learning processes, including students with diverse learning needs;
9. Facilitate the development of effective cooperative learning practices/group skills within their learning environment in order to promote socialization and social development, and to promote understanding and appreciation of diversity;
10. Design a learning environment which supports the effective implementation of cooperative learning;
11. Explain and exemplify the need for cooperative learning and effective group skills in modern society;
12. Utilize technology to support, enhance, and expand cooperative learning opportunities and experiences;
13. Analyze and evaluate their own strategic knowledge, knowledge about cognitive tasks, and self-knowledge as it relates to cooperative learning via reflection as a means to demonstrate the constructivist principle of meaningful learning; and,
14. Execute the dispositions, skills, traits, and habits appropriate for a master instructor through interactions and collaborations with colleagues and instructors.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Dean [Signature] Date 4/11/11
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 677)

Course Title: Multiple Intelligences (formerly Purposeful Learning Through Multiple Intelligences)

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Purposeful Learning Through Multiple Intelligences will enable educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school wide program.

Proposed or New Catalog Description (include all prerequisites):

The Multiple Intelligence course will enable instructors to understand and critique the characteristics of each of the intelligences as described by various theorists. It will also allow the creation of diverse strategies for improved instruction and learning based upon the research and use of the multiple intelligences theory and practice.

Course Outcome Objectives:

1. Demonstrate knowledge of intelligence theories applicable to practice in the learning environment;
2. Acquire and demonstrate knowledge and skills in the application of appropriate strategies to enhance learning outcomes through the utilization of Multiple Intelligence theory.
3. Articulate the experiences of multiple intelligence theory in your personal and professional life.
4. Increase awareness of how to apply multiple intelligence theory in context of cultural and diversity issues.
5. Develop a unit of instruction that highlights the use of multiple intelligences for use in professional learning environments.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X _____ FOR INFORMATION ONLY _____

College Graduate Studies Program Area Learning Development Date 1/31/11

Submitter [Signature] Signature Date 4/11/11
Dean [Signature] Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

According to BOR policy, master's level courses are at the 5XX level. Thus, all the Learning Development courses require re-numbering from 6XX to 5XX. Some course names and catalog descriptions are revised to increase clarity. The prefix is changing from EDUC to EDL to better reflect the professional goals of the program's students.

Please provide the following information:

College: Graduate Studies

Program Area: Learning Development

Date: 1/31/11

Course Prefix & No.: EDL 5XX (EDUC 698)

Course Title: Graduate Action Research (formerly Graduate Research)

Credits: 3

Required by: Learning Development master's degree

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Research and investigation into approved topics and problems. The student's Graduate Program Committee must approve the research plan and final product. May be repeated. A limit of 6 credits may be applied to your program.

Proposed or New Catalog Description (include all prerequisites):

This course continues the research process and investigation into IRB approved action research topics as selected by candidates. Program faculty will work closely with candidates in the final stages of the research study to facilitate journal selection and preparation for publication. The completed final document will be presented as an exit requirement upon completion of all course work.

Course Outcome Objectives:

The objectives are to assist candidates to:

1. Finalize all Institutional Review Board (IRB) recommendations.
2. Complete action research process in the field.
3. Develop an understanding and skill set of the journal submission process.
4. Develop the skill set to submit an action research report to referred journal.
5. Support the final drafts of other cohort members and read for clarity and submission criteria.
6. Support and read drafts of cohort member action research reports prior to submission.
7. Complete final action research report in preparation for exit requirements.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05