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| For Academic Affairs and Research Use Only |
| Proposal Number |  |
| CIP Code:  |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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| **[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.

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| Alicia Shaw 10//5/2021**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Kimberley Davis 10/4/2021**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Wayne Wilkinson 10/8/2021**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 10/8/2021**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Lance G. Bryant 10/11/2021**College Dean** | Alan Utter 10/25/2021**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Dr. Kimberley Davis, kimberleydavis@astate.edu, 870-972-3607

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

Summer 2022 (Bulletin year 2021-2022)

**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.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **HIED** |
| **Number\*** |  | **8213** |
| **Title** |  | **Teaching in Higher Education** |
| **Description\*\*** |  | The course is designed to focus on pedagogy, design, professional communication, and language and culture, challenging students to analyze teaching practices to ensure better alignment with discipline, personality, and context.  |

 ***\**** (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 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?

Admission to the doctoral program

* 1. Why or why not?
1. YES Is this course restricted to a specific major?
	1. If yes, which major? Ed.D. in Educational Leadership, Higher Education Emphasis
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.

Lecture only

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. Yes Is this course in support of a new program?

a. If yes, what program?

 Ed.D. in Educational Leadership, Higher Education Emphasis

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 The construction and communication of knowledge

Week 2 How learning works

Week 3 Creating an inclusive learning environment

Week 4 Lesson planning and delivery

Week 5 Engaging students

Week 6 Course and assignment design

Week 7 Using feedback to improve your teaching

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)

 The Ed.D. in Educational Leadership is adding an additional emphasis in Higher Education. The proposed new course would be responsible for introducing students to important concepts, theories, and fiscal practices of higher education budget and finance.

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 new emphasis in Higher Education includes course work designed to prepare educational leaders for higher education settings. This course offers the knowledge necessary for higher education leaders to make informed decisions about higher education finance.

c. Student population served.

Students in the Ed.D. in Educational Leadership, Higher Education Emphasis program

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

The program is a graduate-level only program.

**Assessment**

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

1. No 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?

**Communication/Leadership: Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism.**

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.*

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| **Program-Level Outcome D (from question #19)** | **Communication/Leadership: Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism.**  |
| Assessment Measure | Direct: HIED 8213 Higher Education Teaching-Role of the Modern Professor Assignment and HIED 8532 Dissertation V: Chapter 3 defenseIndirect: Doctoral Student Dispositions checklist (will be developed or we can tweak an existing checklist to meets our needs in addressing and assessing all the outcomes.  |
| Assessment Timetable | **2022-2023** |
| Who is responsible for assessing and reporting on the results? | **The course instructor will assess the final documents and report the results to the department assessment lead. The department assessment lead will be responsible for all tasks related to assessment reports and action plans.** |

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

 **Course-Level Outcomes**

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

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| **Outcome 1** | Demonstrate an understanding of the theoretical basis of learning.  |
| Which learning activities are responsible for this outcome? | course readings and viewings, discussions, and assignments |
| Assessment Measure  | Theoretical Analyses |
| Assessment Measure | Discussion Board |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Demonstrate an understanding of the theoretical basis of instruction.  |
| Which learning activities are responsible for this outcome? | course readings and viewings, discussions, and assignments |
| Assessment Measure  | Theoretical Analyses |
| Assessment Measure | **Discussion Board** |

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| **Outcome 3** | Demonstrate an understanding of teaching methodology. |
| Which learning activities are responsible for this outcome? | course readings and viewings, discussions, and assignments |
| Assessment Measure  | Theoretical analysis |
| Assessment Measure | **Discussion Board** |

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| **Outcome 4** | Demonstrate an enlightened attitude toward college teaching andragogy.  |
| Which learning activities are responsible for this outcome? | course readings and viewings, discussions, and assignments |
| Assessment Measure  | Role of the Modern Professor Essay |
| Assessment Measure | **Discussion Board** |

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| **Outcome 5** | Demonstrate an understanding of student assessment.  |
| Which learning activities are responsible for this outcome? | course readings and viewings, discussions, and assignments |
| Assessment Measure  | Course Assessment Instrument Development Assignment |
| Assessment Measure | **Discussion Board** |

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| **Outcome 6** | Demonstrate an understanding of the use of available models for improving the quality of instruction.  |
| Which learning activities are responsible for this outcome? | course readings and viewings, discussions, and assignments |
| Assessment Measure  | Instructional Models Evaluation |
| Assessment Measure | **Discussion Board** |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

**HIED 8213 Higher Education Teaching.** The course is designed to focus on pedagogy, design, professional communication, and language and culture, challenging students to analyze teaching practices to ensure better alignment with discipline, personality, and context.