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

**Curriculum Revision of Existing Certificate or Degree Program FORM**

**(More than a 50% change in the program map)**

(Also requires Arkansas Department of Higher Education (ADHE) approval)

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Alicia Shaw | 2/25/2022 |   **Department Curriculum Committee Chair** | |  |  | | --- | --- | | Alicia Shaw | 3/7/2022 |   **COPE Chair (if applicable)** |
| |  |  | | --- | --- | | Kimberley Davis 2/25/2022 |  |   **Department Chair** | |  |  | | --- | --- | | Mary Jane Bradley | 3/7/2022 |   **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Wayne Wilkinson | 3/3/2022 |   **College Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Undergraduate Curriculum Council Chair** |
| |  |  | | --- | --- | | Mary Jane Bradley | 3/4/2022 |   **College Dean** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** | |  |  | | --- | --- | | Alan Utter | 3/31/2022 |   **Vice Chancellor for Academic Affairs** |

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

Alicia Shaw, ashaw@astate.edu, 870-972-3062

1. **Title of certificate/degree program:**

Master of Science in Education, Educational Theory and Practice

1. **Effective Date:**

Fall 2022

1. **Reason for proposed change:**

The changes to the MSE, Educational Theory and Practice (hereafter METP) Program are directly tied to market demand for more online programs. Currently more than 5 million students are enrolled in some online learning courses at 3,438 institutions. By 2025, it is expected to grow to $44.9 billion. The global online language learning market size was $8.1 billion and is expected to reach $26 billion by 2025.

The societal and economic disruption caused by COVID-19 is accelerating a movement towards online education, skills-based training, and affordable credentials that take weeks or months to achieve rather than years.

The stage was already set for disruption in higher education before the new coronavirus began its destructive run across the planet. A massive online survey conducted in 2019 by Pearson of more than 11,000 learners in 19 countries found that:

* 68% agreed that a degree or certificate from a vocational college or trade school was more likely to result in a good job with career prospects than a university degree.
* At least three-quarters of respondents believed that you have to keep learning after college to stay relevant in your career. This rose to over 90% in Australia, Canada, China, Argentina, Colombia, Mexico, and South Africa.
* Among employed respondents who had opted for further education, many more had chosen self-training/teaching themselves via Internet resources or taken courses provided by employers or professional associations than had undertaken upskilling from a college or university.

Pearson repeated the survey in August 2020 and interest and participation alternative education has held strong since 2019.

A-State has been developing and implementing online courses for over 10 years. A-State currently has the strongest large-scale distance education program in the state of Arkansas. It is the goal of A-State to reach as many students as possible and provide strong online educational programs. Prospective candidates, especially those currently employed in public schools, have little or no time to drive miles away to a college or university and spend hours sitting in a classroom. It is much more productive and conducive to their learning for the courses to be offered in an online format.

The added concentrations to the METP will allow more areas of certification, licensure, and/or masters programs for teachers.

1. **Provide current and proposed curriculum outline.** (Indicate total credit hours for current certificate/degree and total credit hours for revised certificate/degree.)

***NOTE: Please see accompanying New Emphasis Creation form***

Current Program (30 Hours):

ELAD 6003, School and Community Relations

ELAD 6073, School Law

ELCI 6043, Reflective Teaching

ELCI 6063, Curriculum Management

ELCI 6533, Theories of Instruction

ELCI 6773, National Teaching Standards Capstone Experience

ELFN 6763, Philosophies of Education

ELFN 6773, Introduction to Research and Statistics

ELSE 5733, Gifted children in the Regular Classroom

ELSE 6053, Advanced Methods of Teaching Students with Mild/Moderate Disabilities

TE 6263, Teachers as Professionals: Working Toward National Teaching Standards

Proposed Program (Core courses and one concentration – 30 Hours Total):

*Core Courses (12 Hours):*

ELAD 6003, School and Community Relations

ELAD 6073, School Law

ELCI 6533, Theories of Instruction

ELFN 6773, Introduction to Research and Statistics

*Concentration in Adult Education (18 Hours):*

ELAE 5513, Introduction to Adult Education

ELAE 5523, Psychology of the Adult

ELAE 5533, Methods and Materials for the Adult Learner

ELAE 5543, Teaching Reading to Adults

ELAE 5553, Practicum in Adult Education

ELAE 6543, Administration and Supervision of Adult Education

*Concentration in English as a Second Language (18 Hours):*

EESL 6633, Methods and Materials for Teaching Second Languages

EESL 6643, Second Language Assessment

EESL 6653, Second Language Acquisition

EESL 6663, Teaching People from Other Cultures

EESL 6673, Capstone

TE 6263 Teachers as Professionals

*Concentration in Instructional Technology (18 Hours):*

ETLI 6013, Digital Media and Design

ETLI 6023, Principles of Distance Education

ETLI 6103, Socially Interactive Technology in Education

ETLI 6213, Leadership in Instructional Technology

ETLI 6313, Assessing Technology and Standards

ETLI 6433, Capstone

**Bulletin Changes**

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

Pages 138-139 (AFTER):

Program of Study for the Master of Science in Education Degree

in Educational Theory and Practice

**PURPOSE OF THE DEGREE**

Teachers who wish to improve their general understanding of curriculum theory and current practices and to increase their professionalism and competency in a variety of current educational issues. Some candidates in this constituency might also utilize this degree in seeking their National Board licensure. Within this master’s degree, students focus on areas of learning that include:

• Practices to enhance student achievement

• Performance and field-based learning activities integrating theory and practice

• Enrichment of teaching knowledge and skills regarding instruction and curriculum

• Assist in preparation for the National Board Certification process.

**ADMISSION REQUIREMENTS**

To be considered for the MSE Degree-Educational Theory and Practice, each candidate must have, in addition to the admission requirements of Graduate Admissions, the following:

• Hold a current teaching license

• Have a 2.75 GPA on undergraduate work or 3.0 in last 60 hours

• No felony record

**ADDITIONAL REQUIREMENTS**

• Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A student has six years to complete the de­gree.

• A-State will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.

• A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.

• The capstone experience, which serves as the comprehensive examination for the de­gree, focuses on

developing descriptive, analytical, and reflective writing as preparatory for the National Board portfolio.

**CORE COURSES AND CONCENTRATIONS**

**The MSE in Educational Theory and Practice degree program consists of a core curriculum of 12 graduate credit hours, as shown in the below. In addition to the core curriculum, students select a concentration of 18 graduate credit hours to meet their interests or career needs.**

* **Concentration in Adult Education**
* **Concentration in English as a Second Language**
* **Concentration in Instructional Technology**

**Educational Theory and Practice**

**Master of Science in Education**

|  |  |
| --- | --- |
| **~~University Requirements:~~** | |
| ~~See Graduate Degree Policies for additional information (p. 47)~~ | |
| **~~Program Requirements:~~ Program Core Courses:** | **Sem. Hrs.** |
| ELAD 6003, School and Community Relations | 3 |
| **ELAD 6073, School Law** | **3** |
| ~~ELCI 6043, Reflective Teaching~~ | ~~3~~ |
| ~~ELCI 6063, Curriculum Management~~ | ~~3~~ |
| ELCI 6533, Theories of Instruction | 3 |
| ~~ELCI 6773, National Teaching Standards Capstone Experience~~ | ~~3~~ |
| ~~ELFN 6763, Philosophies of Education~~ | ~~3~~ |
| ELFN 6773, Introduction to Research and Statistics | 3 |
| ~~ELSE 5733, Gifted children in the Regular Classroom~~ | ~~3~~ |
| ~~ELSE 6053, Advanced Methods of Teaching Students with Mild/Moderate Disabilities~~ | ~~3~~ |
| ~~TE 6263, Teachers as Professionals: Working Toward National Teaching Standards~~ | ~~3~~ |
| **Sub-total** | **~~30~~ 12** |
| **Total Required Hours:** | **~~30~~ 12** |

(new insertion for concentrations)

Educational Theory and Practice

Master of Education

Concentration in Adult Education

|  |  |
| --- | --- |
| **University Requirements:** | |
| See Graduate Degree Policies for additional information (p. 47) | |
| **Core Courses:** | Sem. Hrs. |
| (See MSE in Educational Theory and Practice Course Courses section) | 12 |
| **Concentration in Adult Education** | Sem. Hrs. |
| ELAE 5513, Introduction to Adult Education | 3 |
| ELAE 5523, Psychology of the Adult | 3 |
| ELAE 5533, Methods and Materials for the Adult Learner | 3 |
| ELAE 5543, Teaching Reading to Adults | 3 |
| ELAE 5553, Practicum in Adult Education | 3 |
| ELAE 6543, Administration and Supervision of Adult Education | 3 |
| Sub-total | 18 |
| **Total Required Hours:** | 30 |

Educational Theory and Practice

Master of Education

Concentration in English as a Second Language

|  |  |
| --- | --- |
| **University Requirements:** | |
| See Graduate Degree Policies for additional information (p. 47) | |
| **Core Courses:** | Sem. Hrs. |
| (See MSE in Educational Theory and Practice Course Courses section) | 12 |
| **Concentration in English as a Second Language** | Sem. Hrs. |
| EESL 6633, Methods and Materials for Teaching Second Languages | 3 |
| EESL 6643, Second Language Assessment | 3 |
| EESL 6653, Second Language Acquisition | 3 |
| EESL 6663, Teaching People from Other Cultures | 3 |
| EESL 6673, Capstone | 3 |
| TE 6263 Teachers as Professionals | 3 |
| Sub-total | 18 |
| **Total Required Hours:** | 30 |

Educational Theory and Practice

Master of Education

Concentration in Instructional Technology

|  |  |
| --- | --- |
| **University Requirements:** | |
| See Graduate Degree Policies for additional information (p. 47) | |
| **Core Courses:** | Sem. Hrs. |
| (See MSE in Educational Theory and Practice Course Courses section) | 12 |
| **Concentration in Instructional Technology Specialist** | Sem. Hrs. |
| ETLI 6013, Digital Media and Design | 3 |
| ETLI 6023, Principles of Distance Education | 3 |
| ETLI 6103, Socially Interactive Technology in Education | 3 |
| ETLI 6213, Leadership in Instructional Technology | 3 |
| ETLI 6313, Assessing Technology and Standards | 3 |
| ETLI 6433, Capstone | 3 |
| Sub-total | 18 |
| **Total Required Hours:** | 30 |

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* Concentration in Adult Education
* Concentration in English as a Second Language
* Concentration in Instructional Technology

**Educational Theory and Practice**

**Master of Science in Education**

|  |  |
| --- | --- |
| **Program Core Courses:** | **Sem. Hrs.** |
| ELAD 6003, School and Community Relations | 3 |
| ELAD 6073, School Law | 3 |
| ELCI 6533, Theories of Instruction | 3 |
| ELFN 6773, Introduction to Research and Statistics | 3 |
| **Sub-total** | **12** |
| **Total Required Hours:** | **12** |

Educational Theory and Practice

Master of Education

Concentration in Adult Education

|  |  |
| --- | --- |
| **University Requirements:** | |
| See Graduate Degree Policies for additional information (p. 47) | |
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| ELAE 5553, Practicum in Adult Education | 3 |
| ELAE 6543, Administration and Supervision of Adult Education | 3 |
| Sub-total | 18 |
| **Total Required Hours:** | 30 |

Educational Theory and Practice

Master of Education

Concentration in English as a Second Language

|  |  |
| --- | --- |
| **University Requirements:** | |
| See Graduate Degree Policies for additional information (p. 47) | |
| **Core Courses:** | Sem. Hrs. |
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Educational Theory and Practice

Master of Education

Concentration in Instructional Technology

|  |  |
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