Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name Grace Surdovel, Ed.D. 
   Department Graduate Education/School of Education 
   Phone and email 570-408-3102 
   grace.surdovel@wilkes.edu

2. Proposal Title: Instructional Media Program Significant Revision

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☒ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

2  Course Addition Form (plus syllabi)
4  Course Deletion Form
2  Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The proposed program revision includes sharpened program outcomes that take the focus away from individual technology tools in favor of outcomes with longevity- globalization, student-centered learning, multi-modal communication of knowledge, and instructional strategies. This renewed focus creates a program purpose that is easily articulated thus aiding in the creation of coherent and direct marketing for the program. To achieve this, several new courses will be added and others that lack timely topics will be retired. The embedded PDE STEM Endorsement will remain unchanged. In addition, the revision of the program represents purposeful design that aligns the curriculum to the International Society for Technology in Education’s Standards for Teachers and newly revised Standards for Students. As a final, critical component of the revision, special attention will be given to the incorporation of action research and academic writing. The proposed revision would be completed in phases over the next year to permit transition by students and fiscal responsibility during the completion of course revisions and development.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

The Master of Science in Instructional Media is a 30 credit online masters degree program in collaboration with Discovery Education. One of the program courses proposed in this submission exists in other programs (ED 521 Using Technology for Assessment). ED 521 is the required assessment course for all technology masters programs.

Discovery Education continues to provide Wilkes with a high level of support for the Instructional Media program and has expressed the same interest in doing so for the revision. The revision of the current courses and development of the new courses will be completed through the joint efforts of full time faculty from the School of Education as well as adjunct faculty from the EDIM program who are also content experts for Discovery Education.

7. Program Outline. (Not applicable for incidental changes).
A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Students enrolled in the Instructional Media masters degree program are not required to choose program courses in a sequential order with the exception of those courses identified as capstone or requiring prerequisite course completion. The program courses required for successful completion of the masters degree program consist of the following courses.

Required Courses (18 credits)

EDIM 500 Foundations for Future-Ready Students (draft title)
EDIM 503 Differentiation Supported by Technology
EDIM 508 Instructional Strategies for Using Digital Content
ED 521 Using Technology for Assessment
EDIM 510 Targeting Higher Order Thinking Skills with Online Tools
EDIM 509 Practical Research Through Teacher Inquiry (Capstone-draft title)

Electives (12 credits)

*EDIM 502 Project-based Learning
*EDIM 513 Inquiry-based learning
EDIM 515 BYOD: Mobile Devices for Teaching and Learning
EDIM 516 Responsive Digital Leadership
*EDIM 517 Practices & Implementation of STEM Education
  (10 hours of field experience for PDE STEM Endorsement)
*EDIM 518 Creating a STEM Culture Through Application
  (10 hours of field experience for PDE STEM Endorsement; Prerequisites-EDIM 502, EDIM 513, EDIM 517))

*Required for all students seeking the Pennsylvania STEM Endorsement
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal, he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

[Signatures and dates]

Print Name/Title
Department chair(s) of all potentially affected programs

Print Name/Title
Dean(s) of any potentially affected College/School.

Print Name
Registrar

Print Name
Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).
   Provost should check here ______ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.
Signature indicates that the proposal has been reviewed and approved by APC.

Print Name
Chair, General Education Committee. For revisions to General Education program only.
(Signature indicates that the proposal has been approved by GEC).
1. Course Title: Foundations for Future-Ready Students (Draft Title)
2. Course Number: EDIM 500

3. Course Credit Hours: 3
   Classroom Hours _____  Lab Hours _____  Other _____

4. Course Prerequisites: N/A

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   Insert new course description

This course will introduce students to the ISTE Standards for Students and guide them through experiences that will allow them to create pedagogical connections between the standards and their own educational experiences. Topics will include digital literacy, creating learners, networked learning, use multimedia to communicate effectively, and fostering innovation in students.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations, the official syllabus may contain information, which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

7. Course Title:  Practical Research Through Teacher Inquiry (Capstone-draft title)

8. Course Number:  EDIM 509

9. Course Credit Hours:  3
   Classroom Hours _____  Lab Hours _____  Other _____

10. Course Prerequisites:  N/A

11. Course Description (as proposed for the Bulletin):  Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   Insert new course description

   In this course, students will identify a topic for which they will design, implement, and analyze a teacher inquiry research project. The culminating project will include a literature review, inquiry brief, written analysis and reflection.

12. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information, which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title:  Cognition and Technology: Aligning Brain-based Research and Technology Integration
2. Course Number:  EDIM 501
3. Course Credit Hours:  3

   Classroom Hours_____   Lab Hours_____   Other_____  

4. Effective date of course deletion (semester/year)

   May 1, 2017
Wilkes University Curriculum Committee
COURSE DELETION FORM

5. Course Title: Globalization and Advocacy
6. Course Number: EDIM 507
7. Course Credit Hours: 3

Classroom Hours_____ Lab Hours_____ Other_____

8. Effective date of course deletion (semester/year)

May 1, 2017
Wilkes University Curriculum Committee
COURSE DELETION FORM

9. Course Title: Portable Video Production and Application
10. Course Number: EDIM 511
11. Course Credit Hours: 3

   Classroom Hours_____   Lab Hours_____   Other_____

12. Effective date of course deletion (semester/year)

   May 1, 2017
Wilkes University Curriculum Committee
COURSE DELETION FORM

13. Course Title: Digital Storytelling
14. Course Number: EDIM 504
15. Course Credit Hours: 3

Classroom Hours _______  Lab Hours _______  Other _______

16. Effective date of course deletion (semester/year)

May 1, 2017
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: EDIM 508
Course Title: Digital Media in the Classroom

<table>
<thead>
<tr>
<th></th>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>EDIM 508: Digital Media in the Classroom</td>
<td>EDIM 508: Instructional Strategies for Using Digital Content</td>
</tr>
<tr>
<td><strong>Course Credit hours.</strong></td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course is designed to help educators integrate digital media tools with core academic content in the context of developing their students’ minds for the future. Educators will learn how to transform their classrooms into 21st-century learning centers with cutting-edge, standards-based, and hands-on media-infused projects that incorporate digital content from Discovery Education with technologies that include digital-editing programs. Participants will continuously reflect upon their learning by authoring their own blog.</td>
<td>This course is designed to help educators effectively integrate digital resources within their core academic content. Through weekly activities and discussions, educators will learn practical ways to use digital content along with research-based instructional strategies to support students’ learning outcomes. As a culminating project, participants author and reflect upon an original instructional strategy that they present to their colleagues.</td>
</tr>
</tbody>
</table>

1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: EDIM 516
Course Title: Sustaining Digital Literacy

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>EDIM 516: Sustaining Digital Literacy</td>
</tr>
<tr>
<td>Course Credit hours, (Indicate classroom, lab or “other” hours.</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)¹</td>
<td>This course will examine current issues and trends in educational technology. Topics will focus on skills pertinent to maintaining digital literacy, including use of communication and collaboration tools, analysis and digital curation of information, and evaluation of technological trends and associated pedagogy. Students will understand the importance of digital citizenship as it relates to the application of new technologies in the classroom environment and in education as a whole.</td>
</tr>
</tbody>
</table>

¹ Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.