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: Dr. Karim Medico Letwinsky
Department: School of Education, Doctoral Department
Phone and email: x5512/ karim.letwinsky@wilkes.edu

2. Proposal Title: Ed 440 Instructional Design Course Revision/Update

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.

☐ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.

☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.

☐ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.

☐ 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)

Indicate the number of course modification forms that apply to this proposal:

_____ Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)

_____ Course Deletion Form

_____ Course Change Form

Revised 4/30/2018
4. 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 purpose of this proposal is to change the title, description, and objectives of ED 640
   Instructional Design. The proposed new title is ED 640 Instructional Design & Innovative
   Leadership. This course change was necessitated by the underlying leadership component needed in
   throughout the Doctor of Education courses. The updated syllabus is attached for reference.

5. 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.

   No other programs are affected by this change.

6. 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.

7. New Program Assessments: (For new programs ONLY)
   All new major programs reviewed through the Curriculum Committee must complete this
   section. Please consult the following page for guidance in developing an assessment
   a. Please list program-level student learning outcomes (SLOs) that all program majors should
      be able to demonstrate upon graduation from the program. SLOs should be worded such that
      student performance can be measured directly.
      Insert Text Here...

   b. Please briefly describe current plans for how student performance on each program-level
      SLO will be assessed. Be sure to answer where (which courses), when (frequency), and how
      (assessment method) for each SLO.
      Insert Text Here...

Revised 4/17/2018
c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program's assessment plan. You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.

Insert Text Here...

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.

Print Name/Title: Karim Medical/Behavioral chair  Signature: 11/11/18
Department chair(s) of all potentially affected programs

Print Name/Title: Rhonda M. Rabitt  Signature: 12/5/18
Dean (s) of any potentially affected College/School.

Print Name/Title: Susan Hitzak  Signature: 12/3/18
Registrar

Print Name/Title: Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).  Signature:  Date: 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/Title: 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.  Signature:  Date:

Revised 4/17/2018
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:**  
**ED 640**

**Course Title:**  
Instructional Design & Innovative Leadership (proposed)

**Effective Date of Course Change (semester/year):**  
Spring 2019

<table>
<thead>
<tr>
<th><strong>Existing</strong></th>
<th><strong>Proposed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Instructional Design</td>
</tr>
</tbody>
</table>
| **Course Credit hours.**  
(Indicate classroom, lab or “other” hours.) | | |
| **Course Prerequisites** | | |
| **Course Description**  
(as proposed for Bulletin) | In this course students will analyze various theories of Instructional design through research and application | In this course students will analyze various theories of instructional design and innovative leadership through research and application. Specific attention will be given to strategies that encourage the application of content and promotion of skills and competencies necessary to compete in this world. Students will explore different models of instructional design, culminating in the creation of an authentic learning opportunity. Consideration will be given to the many critical factors that shape and influence efforts to bring about systemic instructional changes including vision, culture, decision-making and communication processes. |

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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.

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