

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: EIST 10-21-2014 g

Proposal Title: Modifying EIST 6492 from Internship 2 to Capstone Project in Instructional Systems Technology

Originating Department: Department of Educational Leadership

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X _____ UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/16/14	10/21/14	10/22/14	Approved	<u>DEPARTMENT CHAIR</u> James Bird DR. JIM BIRD
10/27/14	10/27/14	11/4/14	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> K. Anderson DR. KELLY ANDERSON
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> N/A [print name here:]
11/11/14	11/11/14	11/11/14	Approved	<u>COLLEGE DEAN</u> Ellen McIntyre DR. ELLEN McINTYRE
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs)
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
11-12-14	12-2-14	1-8-15	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) Alan R. Freitag ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council

From: Instructional Systems Technology Program

Date: 8/26/14

Re: Modifying EIST 6492 from Internship 2 to Capstone Project in Instructional Systems Technology

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

University of North Carolina at Charlotte

Modifying EIST 6492 from Internship 2 to Capstone Project in Instructional Systems Technology

Instructional Systems Technology (IST), Department of Educational Leadership, College of Education

A. Proposal Number:

B. Title: *Modifying EIST 6492 from Internship 2 to Capstone Project in Instructional Systems Technology*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY

Modifying EIST 6492 from Internship 2 to Capstone Project in Instructional Systems Technology.

B. JUSTIFICATION

There are currently two Internship courses EIST 6491 and EIST 6492 in the IST Program. With the realignment with new AECT standards and needs assessment conducted with the students, we found that instead of the second Internship, a capstone project serves the needs of our students. Students get enough of hours working on a client project in Internship 1 and with this new capstone project they will be able to work on all phases of the instructional design process (analysis, design, development, implement and evaluate). This project will be an exit requirement and the culminating course for the M.Ed. in IST program.

C. IMPACT

Group of students benefitted: Graduate students in M.Ed. in Instructional Systems Technology will benefit from the proposed changes. Instead of duplicating the Internship experience, in this project they will be able to apply all the phases of the instructional design process (analysis, design, development, implement, and evaluate) in a design and development project setting.

Effect of this proposal on existing courses and curricula:

The IST catalog for M.Ed. will be affected by these proposed changes. The updated version of catalog is included in this proposal. See the catalog copy section.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

We do not need any additional resources for these proposed changes.

- A. **PERSONNEL.** There will be no change to the personnel based on the proposed modification.
- B. **PHYSICAL FACILITY.** This is an entirely online program and we already have all the technology resources needed.
- C. **EQUIPMENT AND SUPPLIES:** No special equipment is needed for these proposed changes.
- D. **COMPUTER.** We will be using the Moodle Learning Management System and the Saba Synchronous tool already supported by UNC Charlotte.
- E. **AUDIO-VISUAL.** There are no requirements for audio-visual facilities as this is an entirely online program.
- F. **OTHER RESOURCES.** There is no need for any other resources.
- G. **SOURCE OF FUNDING.** There are no additional sources of funding available for these proposed changes.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

See attached.

- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Not Applicable

- C. **HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

NOT APPLICABLE

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT**. Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

At the Education Leadership department meeting on 10/21/14, we received a 15-0 vote supporting the curriculum change proposed.

The College of Education curriculum committee unanimously voted in support of the curriculum change proposed.

- B. **CREDIT HOUR**. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

- C. **ATTACHMENTS**.

1. **CONSULTATION**: Attach relevant documentation of consultations with other units.

Library Consultation Attached

2. **COURSE OUTLINE/SYLLABUS**: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).
3. **PROPOSED CATALOG COPY**: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use **red text with “~~strikethrough~~”** formatting for text to be deleted, and adding **blue text with “underline”** formatting for text to be added).

a. For a new course or revisions to an existing course, check all the statements that apply:

- This course will be cross listed with another course.
 There are prerequisites for this course.
 There are corequisites for this course.
 This course is repeatable for credit.
 This course will increase/decrease the number of credits hours currently offered by its program.
 This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

EIST 6492 ~~Internship and Seminar in~~ Capstone Project in Instructional Systems Technology ~~Part II~~ (3 credit hours)

Prerequisite: EIST 6100, EIST 6101, EIST 6110, EIST 6130, EIST 6101, EIST 6491. Continued application of knowledge and skills in instructional systems technology and development of the capstone project to create appropriate applications of processes and technologies to improve learning and performance. (Fall) ~~in a cooperating setting on or off campus; also includes a seminar.~~

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?
 Yes. If yes, please provide updated Academic Plan of Study in template format.
 No.

Not applicable

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
 Yes. If yes, please provide updated SLOs in template format.
 No.
6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
 Yes. Briefly explain below.

No. Briefly explain below.

Effort will be made by the IST faculty to provide students the option to buy electronic books instead of hardcopy textbooks. Electronic textbooks are usually less expensive than hardcopy textbooks

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Florence Martin, Associate Professor of Educational Leadership

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE

Approved on _____ by the College Graduate Curriculum Committee

Date

Chair: _____

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Course Syllabus and Topical Outline for EIST 6492 Capstone Project in Instructional Systems Technology

Course Description: This course addresses continued application of knowledge and skills in instructional systems technology and development of the capstone project to create appropriate applications of processes and technologies to improve learning and performance.

Course Prerequisite:

- EIST 6100 Foundations in Instructional Systems Technology (3)
- EIST 6101 Learning Principles in Instructional Systems Technology (3)
- EIST 6110 Instructional Design (3)
- EIST 6130 Instructional Multimedia Development (3)
- RSCH 6101 Research Methods (3)
- EIST 6491 Internship in Instructional Systems Technology (3)

Objectives of the course

Develop instructional technology projects as determined mutually by the student and the professor to include the different phases of the instructional design process (Analysis, Design, Development, Implementation and Evaluation).

Instructional Method

Online, Project-based

Means of student evaluation

Student evaluation includes instructional design project, project presentation, midterm exam and weekly discussion postings.

- Problem Statement – 10%
- Analysis Phase Report – 15%
- Design Phase Report - 15%
- Develop Phase Report - 15%
- Implement and Evaluation Phase Report - 15%
- Capstone Report – 20%
- Capstone Presentation – 10%

The grading scale is based on percentage:

- A: 90 to 100%
- B: 80 to 89%
- C: 70 to 79%
- U: Below 70%

Probable textbooks or resources

Required: Richey, R.C., & Klein, J.D. (2007). Design And Development Research, 1st edition, Taylor and Francis.

Course Policies

Students are expected to meet the following policies.

- This is a graduate course, and high quality work is expected. Proof read your writing.
- All due dates are firm and no extensions will be given except in extreme cases. If you are ill or unable to complete an assignment on time, you must notify the instructor prior to the due date.
- Technical difficulty is not considered an acceptable excuse for not submitting work on time.
- Scheduled quizzes/exams must be taken during designated periods, unless approved in advance by the instructor. Failure to take a quiz/exam will result in a zero. There will be no make-up quizzes/exams since answers are distributed to students when the quiz/exam period closes.
- Students are expected to complete all assignments, discussion forums, quizzes, and exams independently except in cases where group work is assigned.
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Required and Recommended Hardware and Software

- Hardware: Students' minimum hardware requirements should be at least those for the operating system, browser, and any associated applications (software) in use. Speakers and a microphone (or a headset with integrated microphone) are required.
- Browsers: Students and faculty should use university-recommended and supported operating systems and browsers (preferably Firefox) to access Moodle.
- Email: All students will be required to use their official UNC Charlotte email accounts for this course.

Credit Hour Statement

This 3-credit online course requires approximately 7 hours of student work each week for approximately 15 weeks. Student work may include but is not limited to: required reading, participation in online discussion forums, written assignments, and studying for quizzes and exams and also participating in the team project.

Sexual Harassment Policy

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy

Class will run as usual (online) even if the University is closed. The phone number for the Inclement Weather Hotline is 704.687.2877. In the event that classes are canceled, students are responsible for reading over the material that was to be covered that day by visiting the course Moodle web site. They will also be responsible for the assignment unless otherwise noted on the Moodle course web site. In the event that classes are canceled on a review day for a test, students will be responsible for reviewing on their own and the test will be given on the scheduled day. In the event that classes are canceled on a day that a test was scheduled, the test schedule will be adjusted if necessary.

Student Responsibility

UNC Charlotte Academic Regulations and Student Responsibilities are printed in the current UNC Charlotte Catalog. Please refer to this section of the catalog for specific information. Access the Student Code of Responsibility here - <http://legal.uncc.edu/policies/ps-104.html>. In addition to the responsibilities specified by the University, for this course, students are responsible for keeping up with all assignments and deadlines including those posted on Moodle during the semester.

Code of Student Academic Integrity

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

College of Education Conceptual Framework

Professional Educators Transforming Lives, the *Conceptual Framework for Professional Education Programs* at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the knowledge, effectiveness, and commitment necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the Knowledge that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K3: Pedagogical knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate Effectiveness in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: 21st century skills

E2: Planning, implementation, and evaluation

E3: Research-based practice

E4: Research skills

E5: Culturally competent practice

E6: Response to diverse learners

E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their Commitment to transforming the lives of others through their actions in areas such as:

C1: Positive impact on learners

C2: Ethics

C3: Leadership

C4: Collaboration

C5: Advocacy

C6: Professional identity and continuous growth

The core proficiencies of knowledge, effectiveness, and commitment are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards outlined below.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

College of Education Commitment to Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the Capstone/Internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704 687 4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality

Courses in the College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the

end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Professional Dispositions for Professional Education Programs

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found online at <https://education.uncc.edu/resources/professional-dispositions-plan-and-information>). Education is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.

Topical Outline of the course

	Topics	Readings	Due
Week 1	Project identification - Work on identifying a client with an instructional problem. Problem Statement - Write a brief problem statement		Problem Statement
Week 2 and Week 3	Analysis Front-end Analysis To get an accurate understanding of what and how the topic needs to be taught a front-end analysis is completed. This analysis includes: <ul style="list-style-type: none"> Context analysis – What environment will the learners be in? Learner analysis – Who are the learners? Technology analysis – What technology will be used? Needs assessment What is the difference between what the learners know and what they need to know? Actual Performance - Identify the	Chapter 1 to 3, Design and Development Research: Methods, Strategies, and Issues	Front-end Analysis and Needs Assessment

	<p>current performance Optimal Performance – Identify the optimal performance Needs (Gaps) – Identify the gaps Possible Solution – Recommend possible solutions to fill the gap.</p>		
Week 4 and Week 6	<p>More Analysis</p> <p>Goal Analysis – Analyze the goals for the project</p> <p>Instructional Goal – Identify 1 to 3 goals for the project</p> <p>Task Analysis – Conduct a task analysis</p> <p>Objective Analysis – Identify objectives for instructional program</p> <p>Objectives and Assessment aligned – Align assessment for the objectives you identified.</p>		Analysis report
Week 7 to Week 9	<p>Design</p> <p>Instructional Framework – Include an instructional framework for your project</p> <p>Flowcharting – Design an instructional flow of the topics of your instructional module</p> <p>Storyboarding – Storyboard the screens of your instructional module</p>	Chapter 4 to 6, Design and Development Research: Methods, Strategies, and Issues	Design report
Week 10 to Week 11	<p>Prototype – Submit a prototype of your instructional material to receive feedback.</p> <p>Development – Complete the development of the instructional module and submit a final working module.</p>		Development report
Week 12 to 14	Implementation - Implement your module with your target audience	Chapter 7 to 9, Design and Development	Implementation and Evaluation report

	Evaluation Instruments designed – Design instruments to collect feedback on your implementation Data collection and data analysis - Collect data, and analyze the data to get results from your evaluation	Research: Methods, Strategies, and Issues	
Week 15	Final Capstone Report and Presentation		Capstone report

Assignments

Problem Statement (10%)

Once you have identified your client, write a problem statement of the instructional problem.

Analysis Report (15%)

Your Analysis report should include the following elements.

Front-end Analysis

To get an accurate understanding of what and how the topic needs to be taught a front-end analysis is completed. This analysis includes:

Context analysis – What environment will the learners be in?

Learner analysis – Who are the learners?

Technology analysis – What technology will be used?

Needs assessment

What is the difference between what the learners know and what they need to know?

Actual Performance - Identify the current performance

Optimal Performance – Identify the optimal performance

Needs (Gaps) – Identify the gaps

Possible Solution – Recommend possible solutions to fill the gap.

Goal Analysis – Analyze the goals for the project

Instructional Goal – Identify 1 to 3 goals for the project

Task Analysis – Conduct a task analysis

Objective Analysis – Identify objectives for instructional program

Objectives and Assessment aligned – Align assessment for the objectives you identified.

Design Report (15%)

Your design report should include the following elements:

Instructional Framework – Include an instructional framework for your project

Flowcharting – Design an instructional flow of the topics of your instructional module

Storyboarding – Storyboard the screens of your instructional module

Development Report (15%)

Prototype – Submit a prototype of your instructional material to receive feedback.

Development – Complete the development of the instructional module and submit a final working module.

Implementation and Evaluation Report (15%)

Implementation - Implement your module with your target audience

Evaluation Instruments designed – Design instruments to collect feedback on your implementation

Data collection and data analysis – Collect data, and analyze the data to get results from your evaluation

Capstone Report (20%)

Implement feedback from all the phases of the project and submit a final report.

Capstone Project Presentation (10%)

Present your project to your professor and to the client.



Consultation on Library Holdings

To: Florence Martin, Dept. of Education Leadership
From: Judy Walker, Education Librarian
Date: September 29, 2014
Subject: EIST 10-21-2014: Modifying EIST 6492 from Internship 2 to Capstone Project in Instructional Systems Technology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** September 29, 2014

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

This is a hands-on, project-based course, which does not require any significant use of library resources.

Evaluator's Signature

September 29, 2014
Date

Revised 10/29/08
OAA jdp