EDGR 254: INSTRUCTIONAL DESIGN AND ELEARNING PRACTICUM II

In Workflow

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Approval Path

1. Wed, 08 Sep 2021 00:02:30 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Wed, 08 Sep 2021 00:05:49 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 14 Oct 2021 21:25:18 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 22 Oct 2021 19:05:11 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Thu, 02 Sep 2021 23:29:18 GMT

Viewing: EDGR 254 : Instructional Design and eLearning Practicum II
Last edit: Fri, 22 Oct 2021 19:05:07 GMT

Changes proposed by: Karen O'Hara (101061593)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Instructional Design and eLearning Practicum II

Class Schedule Title:

ID and eLearning Practicum II

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE Stateside

Catalog Year Effective:

Spring 2022 (2022/2023 Catalog)

Subject Area: (prefix)
EDGR - Graduate Professional Studies in Education

Catalog Number: (course number)
254

Course ID: (For administrative use only.)
TBD

Units:
3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?
No

In what term(s) will this course typically be offered?
Spring term only

Does this course require a room for its final exam?
No, final exam does not require a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This course is being proposed as a core course in the new MA in Universal Design for e-Learning (UDEL).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Provides a continued opportunity to demonstrate competence incorporating concepts from instructional design, project management, and educational technology in the field-based program project. Students will develop, incorporate, and evaluate the effectiveness of applying the UDL principles to an instructional intervention. Project plan provides support for students' culminating projects/thesis.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Seminar

Seminar Classification
CS#05 - Seminar (K-factor=1 WTU per unit)
Seminar Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
Students will be able to:
a) Expertly develop skills in development of the inclusive instructional design intervention model for the Field-based experience in online or hybrid elearning using the UDL framework and ADDIE Model. (PLO8, 8.4)
b) Demonstrate expertise in development of instructional materials for the equitable and inclusive effectiveness using the UDL Framework. (PLO7, 7.2)
c) Expertly develop Field-based experience to apply the UDL framework. (PLO1, 1.4)
d) Effectively lead efforts to appropriately advance integrity, ethics, equity and justice in teaching and learning environments. (PLO3, 3.2)
e) Implement an inclusive instructional design intervention model by applying the UDL principles and using the ADDIE Model. (PLO8, 8.5)
f) Evaluate the effectiveness of applying the UDL principles to an instructional intervention. (PLO8, 8.6)

Attach a list of the required/recommended course readings and activities:
EDGR 254 Syllabus.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.
Masters' Project Presentation (ELOs a-f)
Presentation (ELOs a, b, c)
Professional Development Project (ELOs a-f)

For whom is this course being developed?
Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)
Yes

Has a corresponding Program Change been submitted to Workflow?
Yes

Identify the program(s) in which this course is required:

Programs:
MA in Universal Design for eLearning

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?
No

Will there be any departments affected by this proposed course?
No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.
I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:
Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
No

Is this a Graduate Writing Intensive (GWI) course?
No

Key: 14488