

EL - 651 - Learning Environments

Graduate Course – Revision

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Curriculog Proposal Form Tips

Click the gray bar section heading to hide/expose that section

View help text by clicking  at the top

[Attach](#) files to the proposal using 

Toggle the screen to full width using 

View the [WSU Curriculog Manual](#) for more tips and information.

I. Proposal Purpose & Instructions

Purpose

This proposal is a recommendation to revise a single graduate course in the current academic catalog. See [proposal notes](#) below for more information about the difference between a "course revision" and a "course notification."

After being approved by the department chair and academic dean, this proposal will be reviewed by Graduate Council. See [evaluation criteria](#) below. The proposal's originator and department chair will be informed when it has been added to the Graduate Council meeting agenda. A department representative is required to be present when this proposal is being reviewed by the curriculum committee.

Form Instructions

Completing this form involves 9 steps. Note: , , ,  icons at top of form.

Complete Section A

[Import](#) catalog information with 

[Validate and launch](#) the proposal with 

Edit items in Section B

Complete Section C

Run an [Impact Report](#) in Section D with 

Complete Section D

Review Section E

[Approve](#) the proposal with 

Contact the [Graduate Council Chair](#) with questions about completing or submitting this form.

II. Section A. Proposal Information

A1. Proposal Originator / Representative

Contact Name* Steve Baule

Phone* 507-457-5375

Email* steven.baule@winona.edu

A2. Course Revision Summary

All course changes in this proposal must be identified in this section.

Approving Department* Leadership Education

Effective Date* (20221) - Summer 2021


Type of Change(s)* Course Description Delivery Method Course Title Student Learning Outcomes (SLOs)
Frequency of Offering

Abstract* *This proposal is part of an overall program revision to change the 15 credit Certificate in Innovative Instructional Leadership (CIIL) to a 12 credit program that will be more flexible and better align to the masters in educational leadership as well.*

This proposed revision is necessary to update the previous EL 651: Blended Learning Environments to address the current state of innovative instructional strategies being developed due to the dual pressures of COVID enforced remote learning and the continued advancement of instructional technologies. The current course title of Blended Learning Environments is rather limiting and should be revised to the more encompassing Learning Environments. The course delivery method will be modified from a traditional blended environment to a more flexible and differentiated delivery approach. The course description will be updated to articulate the course will be designed as a differentiated modular approach to the topic in contrast to the previous linear approach to address the student learning objectives. The SLOs will be expanded to embrace a more holistic approach to current learning environments.

400/500-Level Course Course is also in undergraduate catalog.

A3. Importing Course Information into Section B

All information in Section B1 (Catalog Information) must be imported from the current academic catalog with  in the [top left icon row](#). This will open a new temporary browser window. When importing,


- select the appropriate catalog
- select "Prefix" in "Or add filter" field
- enter the course's prefix (i.e. SOC, CHEM, etc.)
- click "Search Available Curriculum"
- select the appropriate course
- click "Import This Item"

This will populate the fields in Section B. Do not edit imported data until the proposal form has been validated and launched. Reviewers use Curriculog's [user tracking](#) feature to view changes. Editing imported data prior to launching could delay implementation or require submitting a new proposal.

Import Confirmed* Catalog course information imported.

Import ID* 39231

A4. Validating & Launching

After completing section A, validate and launch the proposal using  in the [top left icon row](#). Sections B, C, and D should be not be completed/revise until the proposal has been launched.

II. Section B. Catalog Information

B1. Catalog Information

Most information below was initially imported from the current academic catalog. After validating and launching the proposal, only revise items that are changing - as indicated in the [Course Revision Summary](#). Revisions will be visible to all reviewers via Curriculog's [user tracking](#).

Catalog Department* Leadership Education

Prefix* EL

Course Number* 651

Course Title* Learning Environments

Credits* (3 credits)

Course Description* This course will provide an overview of the current continuum of learning environments in use in both traditional and alternative settings. Educational institutions need to embrace a range of learning environments to successfully serve students at all levels. This course will provide participants with a background and applied experience in multiple learning environments and instructional design using existing and emerging learning environments to support, assess, and enhance instruction. Additionally, this course will provide students with the resources to exhibit digital literacy as necessary to teach in a variety of environments.

Prerequisite(s) None

Corequisite(s) None

Grading Method* Grade only.

Frequency of Offering* Offered annually (usually summer session).

Notes

Repeatability

II. Section C. Course Information

C1. Default Delivery Method

This is the default method used when a course is added to the schedule.

Delivery Method 20 (12) – Completely Online - Asynchronous

C2. Revised Course Outline and Materials

An updated course outline is only necessary if this is a proposed change indicated in section A.; this is not the Common Course Outline and is not available publicly. Current course outlines cannot be imported but can be copied from previous proposals. Provide specific examples of the materials (textbooks, articles, websites, etc.) that could be assigned. Indicate "No Change" if this is the case. Do not attach a proposed syllabus.

Representative Outline

Module 1: Course delivery models (*required*)

- Primary concepts and structures of effective instruction
- Online vs. face to face instruction (including a/synchronous options)
- Blended models of learning
- Alternative module not requiring technology

Module 2: Digital literacy (*required*)

- Social media for instruction and professional development
- Cloud computing
- Basic educational technology tools
- Virtual collaboration and curation (sharing to build knowledge)
- Digital information resources
- Evaluate information
- Digital citizenship

Module 3A: Professional development tools (*2 of 4 required*)

- Using Twitter, etc. for professional development
- Using LinkedIn, Podcasts, and similar tools to build an online professional network
- Creating search alerts to be kept apprised of new developments
- Building online surveys to gather data and access professional development needs

Module 3B: Alternative programming options (*2 of 4 required*)

- Devise assignments and assessment methods that show differentiation as well as modification and alteration (per IDEA)
- Categorize pedagogical methods
- Critique existing and emerging alternative programming options

Module 3C: Instructional design modules (*2 of 4 required*)

- Categorize various instructional design models as to their appropriateness for various learning environments
- Investigate scholarship on instructional design models in an era of innovation and change

Module 3D: Policy development (*2 of 4 required*)

- Appraise policy and procedural guidelines considering alternative delivery models
- Consider the impact of innovative plans on regulatory (state, federal, and local) reporting requirements including athletic conferences

Project incorporating materials from the above modules

Representative Materials

The goal of the course will be to ensure students are made aware and are able to utilize open educational resources as they are often important in delivering non-traditional instruction.

Some representative resources would include [Quality Matters Online Learning Resources](#)

Houghton Mifflin's [Social Media for Professional Development](#)

CoSN's [K12 Innovation Toolkit](#)

[Minnesota Department of Education Data reporting requirements](#)

[Helpful resources to support digital learning](#)

[Education Commission of the States: Virtual school policies](#)

C3. Activities, Grading, and Student Learning Outcomes

Provide an explanation of how the revised course activities could be structured and evaluated, how the grades could be determined, and how each proposed student learning outcome (SLO) could be assessed. Indicate "No Change" if this is the case. Do not attach a proposed syllabus.

Activities & Evaluations

The course will be built modularly so that students will have the opportunity to master some core foundational materials, but also will be able to differentiate their overall experience by selecting from at least two of four optional modules. One of the optional modules will be focused on policy development for those aspiring to leadership positions within schools or other learning institutions.

[Potential modular nature of the course](#)

[Modules, objectives, activities, and assessments](#)

Grading Scheme, Grading Weights

The course will use a traditional grading scheme of A to F letter grades.

Major graded assignments will include:

Digital literacy portfolio (30%) (CO3&4)

Plan for an innovative instructional unit (20%) (CO1,2,&5)

Quiz on delivery methods and assessments (20%) (CO1&2)

PechaKucha on a Pd or ID topic (10%) (CO3&4)

Engagement in course discussions and participation (20%) (CO All)

SLOs & Assessment


Student Learning Outcomes	Assessments	ISTE & BOSA standards Addressed	Departmental Learning Outcomes
1. Awareness and knowledge of a variety of traditional, alternative, and emerging instructional approaches	<ul style="list-style-type: none"> Quiz on delivery methods and assessments Plan for an innovative instructional unit Engagement in course discussions and participation	ISTE.T.2.a,b,c ISTE.T.5.c ISTE.EL.2.a,c,d,e BOSA 1A1, 1A5, 1B2	#1 Use technology in learning, collaboration, and communication (ALOC 1.a) #10 Conduct program planning, evaluation, and assessment (ALOC 4.a) #13 Identify and use academic resources (ALOC 7.a)
2. Analyze the advantages and limitations of a variety of methods for measuring and reporting student achievement.	<ul style="list-style-type: none"> Quiz on delivery methods and assessments Plan for an innovative instructional unit Engagement in course discussions and participation	ISTE.T.2.a,c,d ISTE.T.5.c ISTE.EL.3.e BOSA 1B7,1H3,1H7	#3 Identify and apply theoretical frameworks and models to inform practice in their specific specialty area (ALOC 2.b) #10 Conduct program planning, evaluation, and assessment (ALOC 4.a)
3. Exhibit digital literacy with a range of digital and traditional tools for creating and sharing instructional materials	<ul style="list-style-type: none"> Digital literacy portfolio Engagement in course discussions and participation 	ISTE.T.3.a,d ISTE.T.4.a,c ISTE.T.5.c ISTE.EL.5.a,b BOSA 1K5	#1 Use technology in learning, collaboration, and communication (ALOC 1.a) #13 Identify and use academic resources (ALOC 7.a) #14 Engage in reflective practice specifically as a practitioner-scholar (ALOC 7.b)
4. Categorize various professional development tools including instructional design models as to their appropriateness for various learning environments.	<ul style="list-style-type: none"> Digital literacy portfolio PechaKucha on a PD or ID topic Engagement in course discussions and participation 	ISTE.T.2.a,b,c ISTE.EI.5.a,b,d BOSA 1F5,1F7,1F8,1H2	#1 Use technology in learning, collaboration, and communication (ALOC 1.a) #13 Identify and use academic resources (ALOC 7.a) #14 Engage in reflective practice specifically as a practitioner-scholar (ALOC 7.b)
5. Appraise policy and procedural guidelines in light of alternative delivery	<ul style="list-style-type: none"> Plan for an innovative 	ISTE.T.5.c ISTE.EL.2.c	#1 Use technology in learning, collaboration, and

models and student reporting models.	instructional unit Engagement in	ISTE.EL.4.c	communication (ALOC 1.a)
	course discussions and participation	BOSA 1B7, 1C4, 1D1,1D2, 1D3, 1F5, 1H1,1H4,1H5	#9 Use leadership theory to inform practice (ALOC 4.b)

II. Section D. Proposal Impact

D1. Creating an Impact Report

The Impact Report lists all courses/programs in the [academic catalog](#) that may be affected by proposed changes. To create an impact report,

- click  in the top left icon row to open a new browser window
- select the graduate catalog
- click "Generate Report"
- copy and paste the Impact Report table below

Impact Report

Impact Report for EL 651

Source: 2020-2021 Graduate Catalog	
Prerequisite(s)	EL 656 - Connected Educator, Connected Classroom
Programs	Leadership Education - Innovative Instructional Leadership (K-12) - Certificate/Licensure

D2. Impact within Department

Indicate how implementation of this course would affect the department's staffing, course offerings, and supplies.


Staffing The course changes will not impact the department's current offerings. However, the reduction to a 12 credit (CIIL) certificate may increase the number of students who use the CIIL certificate as a gateway to a master's in educational leadership. This course will likely be offered in the summer to accommodate our K-12 teachers

Course Offerings .The course changes will not impact the department's current offerings. However, the reduction to a 12 credit (CIIL) certificate may increase the number of students who use the CIIL certificate as a gateway to a master's in educational leadership.

Supplies There should be minimal need for supplies as the courses will focus on using existing digital resources.

D3. Impact on Other Departments

The department submitting this proposal is responsible for sending written notification to all other the departments or programs that might be affected by its implementation. Identify those departments or programs potentially affected by this proposal and summarize how they responded.

Please [attach](#) any correspondence or supplementary materials using .

Potential Impacts N/A

Summary of Responses

Department responses included as attachment.

Undergraduate Impact

II. Section E. Additional Registrar Information

This section is optional and is not used to evaluate the proposal.

E1. Additional Notes for the Registrar's Office

Registrar Notes

E2. Enforcing Course Prerequisites

Course prerequisites are only enforced during student registration upon department request. View the [Course Prerequisites report](#) for more information.

Prerequisite Enforcement

E3. Common Course Outline

Common course outlines are posted on the students' registration website, and they are used by the Registrar's office to evaluate transfer course equivalencies. Consult the [Common Course Outline report](#) for more information. This [Common Course Outline template](#) document includes instructions for creating a new one. Updating a common course outline and attaching it to this proposal is optional.

Please [attach](#) any common course outline as a Word or Excel document using .

An updated Common Course Outline is attached.


Attachment Notes

III. Sharing & Approving Proposal

[Sharing the Proposal](#)

After a proposal has been [validated and launched](#), it can be viewed by all WSU Curriculog users. Originators can share its url with departmental colleagues or curriculum committee chairs for feedback and suggestions.

[Approving the Proposal](#)

Approve the proposal with  at the [top right of this form](#) to submit it to the department chair. Originators cannot edit proposals following approval and submission.

The WSU Curriculog Manual has information about the [next steps beyond approval](#).

IV. Proposal Evaluation Criteria

[Graduate Council](#) will review this proposal to ensure:

- it meets the criteria in [Policy 3-4](#), [3-4A](#), and [3-4B](#)
- it is filled out completely and accurately

...

(More specific criteria are forthcoming.)

Graduate Council shall reject this proposal if it was not created using the [import](#) function to properly include the current academic catalog information.

[Proposal Notes](#)

If this revision changes the credit hours of the course, the department will need to submit a "Graduate Program – Revision" or "Graduate Program – Notification" proposal to let the Registrar's office know how it will affect the program's curriculum.

A "Graduate Course – Notification" may be submitted instead of this form when the curricular changes are limited to any combination of the following items:

- course title
- course number – change within level (e.g. 710 to 750)
- course number – reduction (e.g. 710 to 610)
- catalog description
- prerequisites
- grading option
- delivery method

The changes in a notification proposal cannot significantly alter the purpose and/or content of the course, must have no adverse impact on other WSU departments or programs, and must not affect the undergraduate catalog.

Attachments for EL - 651 - Learning Environments

This proposal does not have any attachments.