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 first 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: Karena Brace
   Graduate Education
   Phone: 570-408-7841  Email: karena.brace@wilkes.edu

2. Proposal Title: Common Core Standards Course Addition

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.
   - [x] 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:

   ___  Course Addition Form (plus syllabi)
   ______ Course Deletion Form
   ______ 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.

   This proposal is intended to add an elective course focused on the Common Core State Standards (CCSS). The course, titled “Common Core Standards in Practice,” will be offered online or in hybrid format and will educate students on the structure and rationale of the CCSS, their impact on teaching and learning, and best practices related to implementation. The course will allow students to examine their own state’s implementation of Common Core Standards alongside the original CCSS documents. The overall course content is not intended to be state specific.

   This course addition falls directly in line with the university’s mission to educate students in a constantly evolving world, in this case, regarding a significant change in the world of education. Previously, educators utilized standards that were unique to each state. They varied in rigor and student outcomes, which created a discrepancy in college and career preparedness throughout the country. In an effort to develop standards that are consistent across state lines and to boost the performance of U.S. students in global comparisons, the Common Core State Standards were born. While many states are in different stages of adoption of the CCSS, a few not adopting them at all, this course will afford students the opportunity to examine the CCSS and their impact on teaching and learning.

   This course is intended for inclusion under “Area VIII - Advanced Courses” of the Graduate Bulletin. Students may select this course if their degree program includes a general elective or, if they are non-degree seeking. It will also be added as an elective option in the Instructional Media program.

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 proposed course will impact the Instructional Media program. It will be added to the bank of electives for the program. Other Graduate Education programs will not be affected, as it will only function as an open education elective option for those programs. This means that students with open education electives in their current Graduate Education degree program may choose this course.
to fulfill that requirement. It will not function as a required course or reside in a prescribed elective bank other than that of the Instructional Media program.

The current resources allocated to course development will be adequate to fund the proposed course. In addition, there will be sufficient staffing to allow for the conversion of the course material into the learning management system.

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.

Instructional Media (IM)

Foundations and pedagogy courses (21 credits)

- EDIM 501 Cognition and Technology: Aligning Brain-based Research and Technology Integration (3 credits)
- EDIM 502 Project-based Learning (3 credits)
- EDIM 503 Differentiation Supported by Technology (3 credits)
- EDIM 504 Digital Storytelling (3 credits)
- EDIM 507 Globalization and Advocacy (3 credits)
- EDIM 508 Digital Media in the Classroom (3 credits)
- ED 520 Using Assessment to Guide Instruction (3 credits)

Elective courses (choose 9 credits)

- EDIM 510 Web 2.0 Impacting Learning Environments (3 credits)
- EDIM 511 Portable Video Production and Application (3 credits)
- EDIM 513 Inquiry-based Learning (3 credits)
- EDIM 514 Internet Tools for Teaching (3 credits)
- EDIM 515 BYOD: Mobile Learning in Education (3 credits)
- EDIM 516 Sustaining Digital Literacy (3 credits)
- ED 587 Technology Leadership (3 credits)
- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)
- ED 5400 SAS for Pennsylvania Educators (3 credits)
- **ED 5083 Common Core Standards in Practice (3 credits)**
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.

   [Signature]
   [Date]

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

   [Signature]
   [Date]

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

   [Signature]
   [Date]

   Print Name
   Registrar

   [Signature]
   [Date]

   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.

   [Signature]
   [Date]

   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.

   [Signature]
   [Date]

   Print Name
   Chair, General Education Committee. For revisions to General Education program only.
   (Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: Common Core Standards in Practice

2. Course Number: ED 5083 Common Core Standards in Practice
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours __3__  Lab Hours _____  Other _____

4. Course Prerequisites: None

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.

The Common Core State Standards (CCSS), released in 2010 and adopted by the majority of states, clearly delineate the learning expectations for K-12 students. With the goal of college and career readiness, the CCSS have strong implications for curriculum, assessment, and instruction. This course provides an in-depth examination of their rationale, design, and impact on teaching and learning of all students. Research and practical application will be provided to guide effective implementation of the CCSS in English/Language Arts and Math.

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) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED 5083</td>
<td>Common Core Standards in Practice</td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
</tr>
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</table>

Course Description from Graduate Bulletin

The Common Core State Standards (CCSS), released in 2010 and adopted by the majority of states, clearly delineate the learning expectations for k-12 students. With the goal of college and career readiness, the CCSS have strong implications for curriculum, assessment, and instruction. This course provides an in-depth examination of their rationale, design, and impact on teaching and learning of all students. Research and practical application will be provided to guide effective implementation of the CCSS in English/Language Arts and Math.

Required Textbook(s) & Readings

Texts:

Common Core Standards documents:

Videos:
Recommended Reading List or Resources/ Additional Course Readings


Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Course Requirements & Assessments
Student Learning Objectives

The students will:

1. Understand and critique the background and rationale of historical standards initiatives and the current Common Core State Standards (CCSS).

   Evidence of Learning
   ~ Key Instructional Assignments, Activities, or Assessments ~
   
   Discussion Posts / Reflections
   Presentation to Community or Parents

2. Explore the content, format, structure, and language of the CCSS content standards for English Language Arts/Literacy and for Math.

   Discussion Posts / Reflections
   Lesson Analyses

3. Analyze the CCSS practice standards for English Language Arts/Literacy and Math.

   Discussion Posts / Reflections
   Presentation to Community or Parents

4. Identify and analyze the instructional implications and practices of the CCSS.

   Discussion Posts / Reflections
   Lesson Analyses

5. Analyze attributes of complex and critical thinking in instructional design and assessment tasks.

   Discussion Posts / Reflections
   Lesson Analyses

6. Explore the aspects of digital literacy and its integration in the CCSS.

   Discussion Posts / Reflections
   Lesson Analyses

7. Utilize assessment techniques to assess and monitor students’ progress toward the CCSS.

   CCSS Assessment Alignment Plan

8. Identify instructional strategies, tasks, and resources, including digital, to support the effective implementation of the CCSS.

   Discussion Posts / Reflections
   Lesson Analyses

Major Course Requirements and Assessments

<table>
<thead>
<tr>
<th>Requirement/Assessment</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts / Reflections (12)</td>
<td>Students will respond to weekly discussion threads, and support their response with multiple sources. (2.5 points each)</td>
<td>30%</td>
</tr>
<tr>
<td>Lesson Analyses (3)</td>
<td>Students will watch and analyze three video lessons using the Instructional Evidence Guides (<a href="http://www.achievethecore.org/page/434/ccss-instructional-practice-guides">http://www.achievethecore.org/page/434/ccss-instructional-practice-guides</a>) to (1) identify the instructional practices aligned to the CCSS and (2) apply and reflect upon the observed practices in his/her current role. (10 points each)</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation for Community or Parents</td>
<td>Students will create an electronic presentation via the web tool of their choice (i.e., Prezi, Empressr, pechakucha, etc.) to inform community members and/or parents about the CCSS and the implications for students. (20 points)</td>
<td>20%</td>
</tr>
<tr>
<td>CCSS Assessment Alignment Plan</td>
<td>Students will develop a plan to outline the revisions necessary to align an existing assessment to the Common Core demands of practice, content standards, and Depth of Knowledge levels. (20 points)</td>
<td>20%</td>
</tr>
</tbody>
</table>
LESSON ANALYSIS:
Students will watch and analyze three video lessons using the Instructional Evidence Guides (http://www.achievethecore.org/page/434/ccss-instructional-practice-guides) to (1) identify the instructional practices aligned to the CCSS and (2) apply and reflect upon the observed practices in his/her current role.

Template:
- Video Description: source, length, content, grade level
- Identify specific Common Core standards addressed in lesson
- Identify presence or absence of standards-aligned practices related to:
  - Learning Goals/Objectives
  - Instructional Techniques and Questioning
  - Materials/Text Selection
- Response: Provide a personal reflection of the lesson and any insight or connections to your own practice.

Criteria:

<table>
<thead>
<tr>
<th>Component of Assignment</th>
<th>Criteria for Full Credit</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Identification of Standards-Alignment</td>
<td>The specific Common Core Standards are accurately identified.</td>
<td>2</td>
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<td></td>
<td>The lesson is considered in relation to Common Core Standards, including Learning Goals/Objectives, Instructional Techniques, and Materials/Text Selection.</td>
<td>3</td>
</tr>
<tr>
<td>Response</td>
<td>Reflection of the lesson includes insight into future lessons and possible adjustments, and implications for practice.</td>
<td>4</td>
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<tr>
<td>Conventions</td>
<td>The assignment is written with a clear and effective use of language, no errors in the conventions of standard written English.</td>
<td>1</td>
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TOTAL 10

CCSS ASSESSMENT ALIGNMENT PLAN:
Students will develop a plan to outline the revisions necessary to align an existing assessment to the Common Core demands of the practice and content standards, including Depth of Knowledge levels.

Template:
- Assessment Description: Grade level, Content, Standards/Objectives addressed
- Assessment Analysis: Description of how Depth of Knowledge is reflected in the assessment items, and the skill demands of the items.
- Response: Provide suggestions for revisions and application for future assessment design.

Criteria:

<table>
<thead>
<tr>
<th>Component of Assignment</th>
<th>Criteria for Full Credit</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Description</td>
<td>Assessment is clearly described to convey the grade level, content, standards, and learning objectives</td>
<td>4</td>
</tr>
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</table>
### Assessment Analysis
Assessment items are thoroughly explained and describe the skill demands and Depth of Knowledge levels.  

<table>
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<tr>
<th>Assessment Analysis</th>
<th>6</th>
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### Response
Reflection of the lesson includes suggestions for revision and insight into future assessment practice.  

<table>
<thead>
<tr>
<th>Response</th>
<th>7</th>
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### Quality of Writing
The assignment is written with a clear and effective use of language, no errors in the conventions of standard written English.  

<table>
<thead>
<tr>
<th>Quality of Writing</th>
<th>3</th>
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**TOTAL** 20

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<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s) &amp; Readings</th>
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</table>
| 1    | **Topic:** Background and Rationale of the Common Core State Standards (CCSS):  
**Readings:**  
- Marzano et al., pp. 1-8; Calkins, pp. 7-13  
- Schmidt & Burroughs, pp. 54 – 58  
- Frequently Asked Questions: [http://www.corestandards.org/resources/frequently-asked-questions](http://www.corestandards.org/resources/frequently-asked-questions)  
**Video:** The Creation of the Standards: [http://www.achievethecore.org/page/885/the-creation-of-the-standards](http://www.achievethecore.org/page/885/the-creation-of-the-standards) |
| 2    | **Topic:** College and Career Readiness and the CCSS Practice Standards  
**Readings:**  
- CCSS English/Language Arts (ELA), pp. 1-7; CCSS Math pp. 1-8  
- Marzano, Chapter 2  
**Video:** The Hunt Institute- The Importance of Math Practices: [http://www.youtube.com/watch?v=m1rxkW8ucAI&list=PLD7F4C7DE7CB3D2E6](http://www.youtube.com/watch?v=m1rxkW8ucAI&list=PLD7F4C7DE7CB3D2E6) |
| 3    | **Topic:** Structure and Language of the CCSS Content Standards  
**Readings:**  
- CCSS Math: [http://www.corestandards.org/Math](http://www.corestandards.org/Math)  
- CCSS ELA: [http://www.corestandards.org/ELA-Literacy](http://www.corestandards.org/ELA-Literacy)  
- Calkins, pp. 25-31  
- The Structure is the Standards: [http://commoncoretools.me/2012/02/16/the-structure-is-the-standards/](http://commoncoretools.me/2012/02/16/the-structure-is-the-standards/)  
**Videos:**  
- The Hunt Institute- The English Language Arts Standards: Key Changes and their Evidence: [http://www.youtube.com/watch?v=JDzTOyxRGLI](http://www.youtube.com/watch?v=JDzTOyxRGLI)  
- The Hunt Institute- The Mathematics Standards: Key Changes and their Evidence: [http://www.youtube.com/watch?v=BNP5MdDFPY&feature=c4-overview-vl&list=PLD7F4C7DE7CB3D2E6](http://www.youtube.com/watch?v=BNP5MdDFPY&feature=c4-overview-vl&list=PLD7F4C7DE7CB3D2E6) |
| 4    | **Topic:** CCSS Learning Progressions  
**Reading:**  
- CCSS ELA: [http://www.corestandards.org/ELA-Literacy/L/language-progressive-skills](http://www.corestandards.org/ELA-Literacy/L/language-progressive-skills)  
| Videos: | • The Hunt Institute- The Importance of Math Progressions: [http://www.youtube.com/watch?v=a-P9KQdhE0U&list=PLD7F4C7DE7CB3D2E6](http://www.youtube.com/watch?v=a-P9KQdhE0U&list=PLD7F4C7DE7CB3D2E6)  
| • The Hunt Institute- The Importance of Mathematics Progressions from the Student Perspective: [http://www.youtube.com/watch?v=L0wXHkiWj_A&list=PLD7F4C7DE7CB3D2E6](http://www.youtube.com/watch?v=L0wXHkiWj_A&list=PLD7F4C7DE7CB3D2E6) |
| 5 | **Topic:** Today’s Learners and Digital Literacy  
**Reading:**  
• Kist, pp. 38-43  
• Empowering Learners with Digital and Media Literacy: [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/docs/KNOW_39_5_EmpoweringLearners.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/docs/KNOW_39_5_EmpoweringLearners.pdf)  
**Videos:**  
• What is 21st Century Education?: [http://www.youtube.com/watch?v=Ax5cNlutAys](http://www.youtube.com/watch?v=Ax5cNlutAys)  
• The Essential Elements of Digital Literacies- [http://ed.ted.com/on/fk5onuUB](http://ed.ted.com/on/fk5onuUB) |
| 6 | **Topic:** Instructional Shifts of the CCSS  
**Reading:**  
• Alberti, pp. 24-27  
• Introduction to ELA/ Literacy Shifts: [http://www.achievethecore.org/page/394/introduction-to-ela-literacy-shifts-pd](http://www.achievethecore.org/page/394/introduction-to-ela-literacy-shifts-pd) |
| 7 | **Topic:** Depth of Knowledge  
**Reading:**  
• Applying Webb’s depth-of-knowledge levels  
**Videos:**  
• Depth of Knowledge: [http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm)  
• Depth of Knowledge: [http://www.youtube.com/watch?v=VW7mSAAuFM0](http://www.youtube.com/watch?v=VW7mSAAuFM0) |
| 8 | **Topic:** Rigor and Mathematical Thinking  
**Reading:**  
**Video:**  
• NYC DOE- Common Core Instructional Shift in Mathematics: Rigor: [http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalShifts/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalShifts/default.htm)  
**Investigation:** [http://ed.ted.com/on/I7W4aCvM#watch](http://ed.ted.com/on/I7W4aCvM#watch) or [http://ed.ted.com/on/3DvGas1X#watch](http://ed.ted.com/on/3DvGas1X#watch) |
| 9 | **Topic:** Text Complexity and Close Reading  
**Reading:**  
- CCSS ELA, pp. 31 – 32  
- CCSS ELA Appendix A, pp. 1-16  
- Text Complexity rubric  
- Calkins, pp. 32-37  
|---|---|
| 10 | **Topic:** Evidence-Based Reading, Writing, and Speaking in the Disciplines  
**Reading:**  
- CCSS ELA: [http://www.corestandards.org/ELA-Literacy](http://www.corestandards.org/ELA-Literacy)  
**Video:**  
- The Hunt Institute- Literacy in Other Disciplines: [http://www.youtube.com/watch?v=1zHWMsg_8r0&feature=c4-overview-vl&list=PL9F9C431FF82A15B5](http://www.youtube.com/watch?v=1zHWMsg_8r0&feature=c4-overview-vl&list=PL9F9C431FF82A15B5)  
- NYC DOE- Using Evidence from the Text: [http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalShifts/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalShifts/default.htm) |
| 11 | **Topic:** CCSS-Aligned Assessment  
**Readings:**  
- Calkins, pp. 180-189  
| 12 | **Topic:** Implementation Strategies  
**Readings:**  
- Calkins, pp. 13-20  
- Brooks, J. G. & Dietz, M. E., pp. 64-67  