

University of Wisconsin-Whitewater  
Curriculum Proposal Form #3

**New Course**

**Effective Term:** 2081 (Spring 2008)

**Subject Area - Course Number:** EDUINDP 727  
(See Note #1 below)

**Cross-listing:**

**Course Title:** (Limited to 65 characters) Capstone Advising II: Data Collection and Analysis

**25-Character Abbreviation:** Capstone Advising II

**Sponsor(s):** Pam Clinkenbeard / John Zbikowski

**Department(s):** Ed Foundations / Curriculum and Instruction

**College(s):** Education

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)  
Departments:

**Programs Affected:** MSE-PD

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** EDFOUND / CEGENRL 723, EDFOUND 780, EDUINDP 724, EDUINDP 726

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load  
 On Campus  Off Campus - Location

**College:** Education **Dept/Area(s):** EDUINDP

**Instructor:** Pam Clinkenbeard / John Zbikowski  
*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Computer Requirement  Writing Requirement  
 Diversity  General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: Total lecture hours:  
Number of credits: 1 Total contact hours: 16

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:

No of times in degree:

No of credits in degree:

**Proposal Information:** (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form3.htm>)

**Course justification:** As part of a revision of the Master’s in Curriculum and Instruction, the capstone experience is being revised. Students are being introduced to the requirements of the graduate programs, the critical issues in education, and the relationship of research and these issues to their own practice in the first course of the program. This course is the last course prior to enrolling in the capstone (EDUINDP 789) writing workshop course. It is a one-credit advising course where the students work with their graduate advisor to finalize the data gathering and analysis of the capstone project.

**Relationship to program assessment objectives:** This course supports numerous competencies of the revised graduate program:

VOICE	Assess= X Content=C
1. Provide evidence to indicate that they can function as an advocate for students and programs within and outside of the workplace.	C
2. Work as a change agent by leading and/or supporting workplace efforts to move towards a targeted improvement or goal.	C
3. Present evidence that they can communicate effectively in written, visual, oral, and technological formats to achieve desired outcomes in and outside of the school setting	X
4. Demonstrate an ability and commitment to engage in professional, collaborative relationships with parents, teachers, administrators, and others.	C
5. Demonstrate understanding of and commitment to the legal and ethical norms of their profession	C
6. Articulate a personal philosophy of education	
<b>RESEARCH</b>	
1. Identify a problem worthy of examination	X
2. Locate and critically read relevant educational research	X
3. Use technology effectively as an information-gathering tool	X
4. Distinguish appropriate uses for different types of literature	X
5. Analyze research on learning and teaching and apply it to practice	C
6. Demonstrate the ability to design investigations that yield useful information	X
<b>PRACTICE</b>	
1. Plan learning experiences that are informed by research and identified student needs	C
2. Evaluate their own assumptions, perspectives and values related to teaching and learning practice	
3. Adjust their own practice by developing, testing and analyzing potential solutions to problems	C
4. Demonstrate a deeper content-related expertise	C
5. Create and implement a plan for ongoing professional development	C
6. Discuss the influence of social, political, historical, and economic conditions on educational practice	
7. Use technologies appropriately, effectively and ethically in their professional practice	C
8. Demonstrate equitable treatment of and respect for all individuals	C

**Budgetary impact:** Taught by existing faculty in Educational Foundations and Curriculum and Instruction departments.

**Course description:** (50 word limit) The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:**      See attached syllabus

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

See attached syllabus

**Notes:**

1. Contact the Registrar's Office (x1570) for available course numbers. A list of subject areas can be found at <http://acadaff.uww.edu/Handbook/SubjectAreas.html>
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.
3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.