New Course Request Form

1. Date: __August 26, 2013__  Department: School Library & Information Technologies

2. Purpose and Nature of Course (include relevant assessment data to support this proposal):
   This course will be the culminating course for the Letter of Completion, Tehcnologies for Digital Literacy.

3. Prefix: LSC  Number: 5566  CIP: ________________

4. Course Title: Professional e-Portfolio
   Abbreviated Title (for Master Schedule), Maximum 20 spaces
   PROF EPORTFOLIO

5. Credits (Place number of credits beside appropriate types)
   Credit(s) _____ Undergraduate
   Credit(s) 1___ Graduate
   For variable credits, list Minimum Credit _____; Maximum Credits _____

6. Clock Hours:
   Lecture _____  Recitation _____  Lab _____  Online
   Contract Hours: Lecture _____  Recitation _____  Lab _____  Online

7. To repeat for additional credit (not repeat of previously earned grade), list maximum hours of credit that may be earned over multiple Semesters _____ semester hours.

8. Course Description for Catalog (limit to four sentences):
   The basic requirement for this course is designing and publishing an electronic portfolio.
   Candidates in this course will develop an electronic professional portfolio using a web based product. In addition to writing a purpose and use for the portfolio, each candidate will create comprehensive curriculum vitae and cover letter. Candidates will learn about the interview and hiring process and participate in virtual interviews. Candidates will self-reflect, select and publish a variety of artifacts that demonstrate knowledge related to technologies for digital literacy. The portfolio will document professional development, competencies, and accomplishments.

9. Prerequisites: (Courses which MUST be completed prior to taking this course) LSC 5511, LSC 5541, and LSC 5545

10. Co-requisites: (Courses which must be taken prior to or simultaneously with)  __None__

11. If taught dual-level or cross-listed with another department, list:
   Prefix _____  Number _____ Support Signature ________________________________
   If dual-level, attach a document that indicates content, assignments and assessments for graduate and undergraduate courses.
List Student Learning Outcomes and describe evaluation techniques for this course in an attached syllabus:

Courses to be eliminated: (Course deletion form must be completed): None
Prefix _____ Number _____
If none: How will increased offerings be staffed? This course will be taught by existing SL&IT faculty

New faculty resources needed? ___Yes ___No

Requested initial date of offering (Must meet new catalog deadline of March 1) Fall 2014

Estimated Frequency of Offering: _____once each academic year

New Library Resources Needed? ___Yes ___No If yes:
Signature of appropriate librarian indicating needs can be met:

New Technology Resources Needed? ___Yes ___No, if yes:
Signature of Director of Information Technology indicating needs can be met:

New Equipment resources needed? ___Yes ___No, if yes:
Describe Equipment:
Source of funding:

List 1–3 sample textbooks for this course:
Sample Text book:
Articles:

Websites:
Yola, Google Sites, Weebly, Webs, Wix, LiveBinder, etc.

Describe any student enrollment restrictions (limited to majors in program XXX, restricted from majors in program XXX, etc.)

Request that Course be considered for General Education Credit. Please check applicable boxes.
a. _____ Satisfy Foundation of Knowledge Requirement
i.  _____Written Communication
ii.  _____Oral Communication

b.  _____Satisfy Approaches of Knowledge Requirement
   i.  _____Humanities
   ii.  _____Mathematics
   iii.  _____Natural Sciences
   iv.  _____Social and Behavioral Sciences

c.  _____Satisfy Unity and Diversity of Humanity
   i.  ________Language other than English
   ii.  ________Western and Non Western Global Cultures
   iii.  ________Strand 1 Ethics and Civic Responsibility
   iv.  ________Strand 2 Environmental, Economic, Social, and Personal Sustainability
   v.  ________Strand 3 Arts and Human Experience

You must submit a separate application for General Education Credit.

22. Does this course impact any Education Programs?  X Yes  _____ No
    If Yes:  Signature of Chair of TEC must appear below.

23. Special Needs, if any:

**Recommendation Dates and Signatures:**

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<tr>
<th>Department:</th>
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<tr>
<td>TEC (if any education program):</td>
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<td>Gen’l Education Subcomm. (If necessary):</td>
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<td>Graduate Council (If necessary):</td>
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<td>Academic Affairs Committee:</td>
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<td>University Senate:</td>
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<td>President:</td>
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MU Form A41N – Effective 4/1/01
Topic Outline
The LSC5566 Technologies for Digital Literacy course will emphasize the following topics through course readings and viewings, online class discussions, individual assignments to include: creation and maintenance of an e-portfolio, development of curriculum vitae, participation in mock interviews, and the creation of an impressive cover letter.

I. Building a class and professional network
II. Writing an impressive curriculum vitae
III. Reviewing the interview process
   A. Participating in virtual mock interviews
   B. Exploring job sites
IV. Writing an effective cover letter
V. Creating and publishing an initial e-Portfolio
   A. Writing a purpose and use for the e-Portfolio
   B. Selecting a fee or free web based software program
   C. Planning the professional e-Portfolio
      • Structure – based on goal and objectives
      • Layout - the look of every page
      • Alignment – consistent alignment on a web page
      • Proximity – relationship among the various parts of a page
      • Repetition – unity of the portfolio (font, color, graphics, links, layout, etc.)
      • Contrast – clearly identify the focal point on a page
      • Navigation – consistent and clear navigation links/text
      • Color – limited color palette
      • Graphics – adds visual interest but…
      • Type/Font – readability is the key – simple and clear font
   D. Designing the e-Portfolio
      • Experiment using the software – no longer dependent on static content
      • Use good Web development techniques: name files so that they are easily recognizable, keep file names sort, and place graphics in a separate file,
      • Plan the design (horizontal space versus vertical space) and think about the end user navigating the site before beginning to create the portfolio.
      • Design the portfolio to capture and then maintain the interest of the end user.
      • Select colors for the font and background that are easy on the eye.
• Avoid the use of too many animated or cutesy graphics.
• Limit white space

VI. Finalizing the professional e-Portfolio
   A. Self-selecting artifacts that serve as evidence of knowledge and skills
      • Artifacts that demonstrate digital literacy
      • Artifacts that document professional growth and achieved competencies in using and applying existing technologies
   B. Self-reflection and thoughtful analysis of professional growth and goal setting
   C. Publishing the e-Portfolio to the web
   D. Participating in peer assessments of classmates’ e-Portfolios

Evaluative Techniques
Students in the Technologies for Digital Literacy course will be evaluated using the following criteria:
• Weekly course participation
• Evidence of weekly readings/viewings in course assignments including the quality of online discussion messages, reflections, and participation in learning networks
• ISTE NETS AND PERFORMANCE INDICATORS FOR TEACHERS

Module 1
SLO - Students will network with their peers in the class. They will identify career and personal goals after completing the Letter of Completion courses.
SLO - Students will create curriculum vitae that will highlight their education and work history, their special skills and training, presentations and publications, etc.
ISTE Standards 2a, 3b, 3c, 4c, and 5a

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to the profile assignment and to the curriculum vitae. Students will be encouraged to use a Web 2.0 tool such as Voice Thread to create a personal introduction and to begin to network with colleagues. All areas of the curriculum vitae will be evaluated and the final curriculum vitae will be published on the e-Portfolio.

Module 2
SLO – Students will be able to write an impressive cover letter that can be published on the e-Portfolio.
SLO - Students will collaborate with their peers to create a list of possible interview questions and discuss effective interview practices.
SLO – Students will participate in virtual mock interviews.
ISTA Standards 1b and 3a
Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to the cover letter, interview questions, and the virtual mock interviews.

Module 3
SLO – Students will select a web based software program to plan, create, and design a professional e-Portfolio.
SLO – Students will write a purpose and use for the professional e-Portfolio.
ISTA Standards 1a, 1b, 1d, 2a, 3a, 3c, 4a, 4b, 4c, 4d, and 5c

Evaluative Technique - Rubrics that articulate evaluative criteria will be applied to the initial e-Portfolio and to the purpose and use paragraph for the professional e-Portfolio.

Module 4
SLO – Students will critically reflect and select artifacts, print and electronic, that demonstrate competencies related to digital literacy. Each artifact will be explained and an inclusion rationale provided.
SLO- Students will finalize the final professional e-Portfolio and ensure that multi technologies are represented.
SLO – Students will peer review professional e-portfolios completed for this course.
ISTA Standards 1a, 1b, 1c, 1d, 2a, 3a, 3c, 4a, 4b, 4c, 4d, and 5c

Evaluative Technique - Rubrics that articulate evaluative criteria will be applied to the final portfolio and peer reviews.
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<thead>
<tr>
<th>ISTE NETS AND PERFORMANCE INDICATORS FOR TEACHERS:</th>
<th>1a. promote, support, and model creative and innovative thinking and inventiveness</th>
<th>1b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.</th>
<th>1c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.</th>
<th>1d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.</th>
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<tbody>
<tr>
<td>1. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</td>
<td>2a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</td>
<td>2b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</td>
<td>2c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.</td>
<td>2d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</td>
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<td>2. Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.</td>
<td>3a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.</td>
<td>3b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</td>
<td>3c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</td>
<td>3d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</td>
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<td>3. Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. COMMON CLASSES:</td>
<td>4a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect</td>
<td>4b. address the diverse needs of all learners by using learner-centered strategies providing</td>
<td>4c. promote and model digital etiquette and responsible social interactions related to</td>
<td>4d. develop and model cultural understanding and global awareness by engaging with colleagues and students</td>
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<td>4. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in</td>
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<td>5. Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</td>
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<td>5a. participate in local and global learning communities to explore creative applications of technology to improve student learning.</td>
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<td>5b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.</td>
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<td>5c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.</td>
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<td>5d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.</td>
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