

Eastern Illinois University
COURSE PROPOSAL FORMAT

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: **CMN 5901**
2. Title (may not exceed 30 characters, including spaces): **Adv Instructional Practicum**
3. Long title, if any: **Advanced Instructional Practicum**
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:(Arr.-Arr.-3)
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. Initial term of offering: ☒ Fall ☐ Spring ☐ Summer ☐ Year 2011
7. Course description (not to exceed four lines): **Students learn and apply advanced and/or specialized pedagogy skills in a supervised setting.**
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). **There are no equivalent courses.**
 - b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. **Completion of CMN 5900 Instructional Practicum with a grade of “credit” (C).**
 - c. Who can waive the prerequisite(s)?
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☒ Program Coordinator ☐ Other (Please specify)
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one):
 - e. Repeat status: ☒ Course may not be repeated.
 ☐ Course may be repeated to a maximum of hours or times.
 - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: **Graduate**
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
10. Grading methods (check all that apply): ☐ Standard letter ☒ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: **Practicum or Clinical**

PART TWO: ASSURANCE OF STUDENT LEARNING

(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

- 1. Students will understand and evaluate relevant pedagogical scholarship**
- 2. Students will apply advanced and/or specialized pedagogy skills in various contexts**
- 3. Students will analyze and evaluate a variety of instructional strategies related to communication pedagogy**
- 4. Students will create pedagogically informed instructional materials**

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

This is not a general education course.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level.

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication

Learning Objective	Depth of Content Knowledge	Critical Thinking and Problem Solving	Effective Oral and Written Communication
1	✓	✓	
2	✓	✓	✓
3	✓	✓	
4	✓	✓	✓

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Learning Objective	Directed Readings	Planning and/or Executing Instruction	Attending Lectures / Workshops	Reflection Papers	Evaluation of Instructional Artifacts (syllabi, sample assignments, assessment tools)
1	✓		✓	✓	
2		✓			✓
3				✓	
4		✓			✓

3. Explain how the instructor will determine students' grades for the course:

The student will receive credit for the course with satisfactory completion of the following assignments:

- **Directed readings**
- **Planning and/or executing instruction, such as:**
 - **Tutoring for students currently enrolled in communication classes**
 - **Micro-teaching presentations**
 - **Planning and leading professional development workshops**
 - **Leading sessions in annual GTA training**
- **Attending lectures/workshops related to pedagogy**
- **Reflection papers**
- **Creating instructional materials**

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): **N/A**
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
- a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students. **N/A**
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)
N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

As a practicum class, there is not a week-by-week schedule to follow. At minimum students should have bi-weekly meetings with the instructor. Students will submit a portfolio documenting work completed.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is the second course in the Instructional Practicum sequence. This course will provide an opportunity for students in the Communication Pedagogy Option to practice specialized pedagogical skills. Many of our graduate students are interested in the Pedagogy option, but not all students can find a pedagogy related internship. Students will now be able to take CMN 5900 and CMN 5901 in order to meet the requirements for the Communication Pedagogy Option.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
 - b. If the course or some sections of the course may be technology delivered, explain why.
2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. **The level of this course is appropriate because this class may only be taken by graduate students.**
3. If the course is similar to an existing course or courses, justify its development and offering.
This course does not duplicate an existing course. It addresses the need of the students in the Communication Pedagogy option to receive advanced level pedagogical training.
 - a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
4. Impact on Program(s):
 - a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
 - b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

This course may be assigned to all graduate faculty in the Dept. of Communication Studies.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.) **N/A**

3. Text and supplementary materials to be used (Include publication dates): **Readings assigned will be specific to student interest. Examples of sources for readings include: Sage Handbook of Communication and Instruction (Eds. John Warren and Deanna Fassett); Communication Teacher (scholarly journal); Communication and Instruction (scholarly journal); Teaching Communication (Eds. Vangelisti, Daly, and Friedrich); Communication for the Classroom Teacher (Cooper and Symonds).**

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school _____ 3/23/2011 _____

Date approved by the college curriculum committee _____ 3/30/2011 _____

Date approved by the Honors Council (if this is an honors course) _____

Date approved by CAA _____ CGS _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).